REPORT RESUMES

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MATERIALS BY AND ABOUT AMERICAN NEGROES, PAPERS PRESENTED AT AN INSTITUTE SPONSORED BY THE ATLANTA UNIVERSITY SCHOOL OF LIBRARY SERVICE WITH THE COOPERATION OF THE TREVOR ARNETT LIBRARY (OCTOBER 21-23, 1965).

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PURPOSES OF THE INSTITUTE ATTENDED BY BOTH LIBRARIANS AND HISTORIANS WERE (1) TO REVIEW THE PRESENT STATUS OF LIBRARY MATERIALS BY AND ABOUT AMERICAN NEGROES AND EXPLORE IDEAS FOR FUTURE DEVELOPMENT, (2) TO CONSIDER METHODS OF IMPLEMENTING PROGRAMS TO INCREASE ACCESS TO MATERIALS, AND (3) TO STRENGTHEN COMMUNICATION AMONG LIBRARIANS AND SCHOLARS FOR MORE EFFICIENT ACQUISITION AND USE OF LIBRARY MATERIALS. CONSISTING OF PAPERS AND PANEL DISCUSSIONS PRESENTED BY THE LIBRARIANS ATTENDING THE INSTITUTE, THESE PROCEEDINGS OPEN WITH A PANEL ON SPECIAL NEGRO COLLECTIONS. THE ORGANIZATION OF MANUSCRIPTS AND MATERIALS WITHIN THE LIBRARY IS CONSIDERED, FOLLOWED BY AN EXPLANATION OF THE NATIONAL UNION CATALOG OF MANUSCRIPT COLLECTIONS. EXISTING COOPERATIVE WORK WITH AFRICAN MATERIALS IS DESCRIBED ALONG WITH IMPLICATIONS FOR AMERICAN NEGRO MATERIALS. A GROUP DISCUSSION POINTS TO PROBLEMS IN MATERIALS SELECTION AND ACQUISITION, AND THE FINAL TOPIC DISCUSSED IS THE RELATIONSHIP OF LIBRARIANS AND SCHOLARS WORKING IN THE SUBJECT AREA, EXTENDED FURTHER IN A PAPER ON BIBLIOGRAPHY AND RESEARCH IN NEGRO HISTORY. RECOMMENDATIONS EMPHASIZE THE AREAS OF ACQUISITION, PRESERVATION, COMMUNICATION IN THE FIELD, ASSISTANCE FROM FOUNDATIONS, AND THE FORMATION OF A COMMITTEE TO IMPLEMENT THE RECOMMENDATIONS. AN APPENDIX LISTS SESSIONS OF THE 50TH CONFERENCE OF THE ASSOCIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY, HELD DURING THIS INSTITUTE AND ATTENDED BY INSTITUTE PARTICIPANTS. (JB)

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PROCEEDINGS
OF THE
INSTITUTE
ON

MATERIALS BY AND ABOUT AMERICAN NEGROES

October 21 - 23, 1965

Atlanta University
School of Library Service
Atlanta, Georgia 30314

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Photograph made on the steps of the Trevor Arnett Library, Atlanta, University, Friday, October 22, 1965 after attendance at the Second Session of the Institute.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MATERIALS BY AND ABOUT AMERICAN NEGROES

Papers Presented at an Institute
Sponsored by
The Atlanta University School of Library Service
With the Cooperation of
The Trevor Arnett Library . .
October 21-23, 1965

Edited with an Introduction by
Annette Hoage Phinazee

Atlanta University
School of Library Services
Atlanta, Georgia
1967

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ATLANTA UNIVERSITY

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Introduction

A grant from the Rockefeller Foundation has made it possible for the Atlanta University School of Library Service to sponsor conferences, institutes, and other meetings that will contribute to the improvement of libraries. The first conference was held April, 1965 and it initiated a series theme which is "The Role of the Library in Improving Education in the South." School administrators, representatives from educational agencies, and members of sociological, economic, governmental and cultural organizations were invited to discuss this topic with librarians.

The second meeting sponsored by the School of Library Service was an Institute on Materials by and about American Negroes. The group of participants was smaller and the scope was more specialized. However, the overall objective of cooperating and communicating with non-library groups to improve education in the South was continued.

The convening of the Fiftieth Conference of the Association for the Study of Negro Life and History in Atlanta and the Announcement of the Charles H. Wesley Research Fund provided a unique opportunity for historians and librarians to exchange ideas. The presence of a nationally recognized collection in the Trevor Arnett Library of Atlanta University also motivated the library staff to co-sponsor the Institute.

The purposes of the Association for the Study of Negro Life and History are all related to the use of materials available in libraries. They are: "(1) to collect sociological and historical data, (2) to publish books and materials on Negro life and history, (3) to promote the study of the Negro through clubs and schools, (4) to bring about harmony between peoples by interpreting the one to the other."[1] The contributions of the organization to the improvement of education have been appreciated by students of Negro history through the years of its existence.

The Charles H. Wesley Research Fund was established when Dr. Wesley retired as President of Central State College. He is now Executive Director of the Association for the Study of Negro

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[1] Association for the Study of Negro Life and History. *Program of the Semicentennial, 1915-1965, October 21, 22, and 23, 1965, Atlanta, Georgia.*

Life and History. The funds will be used to finance the research projects and publication of materials needed to achieve the goals of the Association.

The Negro Collection at Atlanta University is the largest of its kind in the Southeast. Most of the holdings pertain to the Negro in the United States, although there are significant works on the Negro in Africa and in other parts of the world.

Interest in American Negroes is not limited to the Association for the Study of Negro Life and History and Atlanta University. Inquiries in all types of libraries have increased to an extent that is unprecedented. Some library patrons are unaware of the many publications pertaining to the Negro and merely want to become generally acquainted with them; on the other hand, a greater number of scholars want to do documented research. Librarians are overwhelmed by the quantity and depth of questions being asked, the magnitude of material available, and the variety of services required.

For many years collectors such as Arthur Schomburg, Henry Slaughter, Arthur Spingarn and Carter Woodson labored in relative obscurity trying to document the contributions of the Negro through existing materials. Their cumulations are the nuclei for the earliest Negro collections at the New York Public Library, Atlanta University, Howard University, and the Library of Congress. In the meantime, new collections such as the one at the Omaha (Nebraska) Public Library are being developed. Larger sums of money are being spent, and cooperative acquisition and communication ventures are recognized as being feasible. There is a need to review present conditions and delineate the fields of future growth and expansion.

The purposes of the Institute were:

1. To provide an opportunity to review the present status of library materials by and about American Negroes and to explore ideas for future development.
2. To consider specific methods of implementing programs which will increase access to materials.
3. To establish or strengthen communication among librarians

and scholars in order that library materials will be acquired and used more efficiently.

The Chairman of the Association's Program Committee, Dr. Prince E. Wilson of Central State College,[1] worked diligently with the Chairman of the Institute to make cooperation between the historians and librarians a meaningful experience. The papers read by historians during the sessions sponsored independently by the Association are not included in these Proceedings; however, the program of sessions that librarians attended may be found in Appendix A.

Invitations to the Institute were extended to all graduates of the Atlanta University School of Library Service and to all other librarians considered to be interested in materials by and about American Negroes. Librarians were asked not only to come, but to indicate whether they had lists, indexes, printed catalogs, bibliographies, or significant holdings that other librarians should be informed about. Some of this material was mailed to the School of Library Service in advance and a list of items received was distributed to participants (see Appendix B). Other librarians brought materials and placed them on display; while others reported that certain information is available in their libraries.

The Institute was attended by 96 persons who came from 21 states and the District of Columbia. College, university, school public and special libraries were represented. The historians did not register for the Institute and the number given above does not include them. The record of activities reveals that the goals of having participation in the discussion by the majority of persons present and of developing a working relationship which extended beyond the October assembly were achieved.

The program of the Institute was planned to include discussion of the administration, organization, selection, and use of materials. It is obvious that it was impossible to explore fully all of these areas. A review, however, was considered to be a necessary preface to identification and detailed investigation of problems.

Some librarians maintain separate collections of materials by and about American Negroes while others do not. There are valid reasons for both decisions and a panel discussion of these opinions was chosen as the appropriate manner in which to begin the Institute. Dorothy Briscoe of Texas Southern University and Kurtz Myers of the Detroit Public Library described their collections and the benefits derived from them. Y. T. Feng of Harvard University and John Scott of West Virginia State College explained why their libraries do not maintain separate collections. There was spirited discussion of this topic after the panelists had spoken and during the remainder of the Institute.

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[1] Currently Executive Secretary of the Atlanta University Center Corporation.

The organization of manuscripts is perhaps less familiar to the average librarian than other tasks are. For this reason it was emphasized. Concise suggestions were given by Mattie Russell in her paper and in answers to questions from the floor.

The National Union Catalog of Manuscript Collections is relatively new and not understood by many librarians. Materials by and about American Negroes are often difficult to locate and it is important that they become more readily accessible through this Catalog. Arline Custer described the Catalog and the contributions that librarians should make to it.

Librarians working with materials by and about Africans are already organized, have received a considerable amount of financial assistance, and are cooperating to solve many of their problems. Hans Panofsky explained their activities and indicated which ones might be worthy of consideration by librarians working with materials by and about American Negroes.

The attempt to define areas needing development and to reach consensus on criteria for selecting materials was not successful. The discussion, however, did underscore the grave concern of librarians to solve the many problems in this area and it revealed clearly that an institute convened in the future should be devoted to discussion of the selection and procurement of materials.

Dorothy B. Porter described past and present relationships of librarians and scholars, and made suggestions for the future. Wilhelmena Robinson's and Charles H. Wesley's remarks are evidence that historians are aware of some of the possibilities and are willing to cooperate.

Miles M. Jackson reviewed the recommendations made during previous sessions and his paper stimulated the participants to make other suggestions from the floor. One decision was to select a committee to implement the recommendations of the Institute. Committee members are Mary W. Cleaves, Los Angeles, California; Miles M. Jackson and Virginia L. Jones of Atlanta; Mollie H. Lee, Raleigh, North Carolina; Gilbert Nicol, Princeton, New Jersey; Dorothy B. Porter, Washington, D. C.; Marteza D. Sprague*, Tuskegee Institute, Alabama; and Annette H. Phinazee, Chairman. The Committee met in January and July, 1966 and a report of these meetings and subsequent activities may be found in Appendix D.

A complete, verbatim record of the proceedings of the Institute is not presented here. It was not possible to include some comments made by presiding officers and participants from the floor.

The Institute Committee is grateful to the Rockefeller Foundation, The Association for the Study of Negro Life and History, the speakers, the University administration, and the students of the School of Library Service, who cooperated to make the Institute a success.

—Annette Hoage Phinazee
Chairman, Institute Committee
June 24, 1966

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*Died November 3, 1966.

Opening Session

9:00 A. M. Thursday, October 21, 1965. Georgia Williams Brawley Lounge, Kresge Hall, Clark College

Presiding: Virginia Lacy Jones

I am happy to welcome you to this Institute on Materials by and about American Negroes. For some of you who are new to the Atlanta University Center, it would be well to say a word about it. The Atlanta University Center is made up of six institutions of higher learning, Atlanta University being a graduate school with five separate schools: the School of Arts and Sciences, Business Administration, Social Work, Education, and the School of Library Service. Affiliated with Atlanta University, there is Spelman College, which is an undergraduate girls' college; Morehouse College, which is an undergraduate college for young men; Clark College, which is an undergraduate coeducational institution; Morris Brown College, which is also an undergraduate coeducational institution and the Interdenominational Theological Center. These six institutions make up the Atlanta University Center.

We are privileged to be on the Clark College campus this morning, and when we leave this meeting and go to the University-wide convocation we will be on the Spelman College campus. This afternoon at the joint session with the historians we will be back on the Atlanta University campus, and tonight for the banquet we will be at Morehouse College.

It seems important that as we (Negroes) move into the mainstream of American life that we do not lose track of our background and our contributions to American life. As librarians we need to make every effort to develop well organized collections of materials by and about Negroes. We owe this to ourselves as a group and to society as a whole. It is our responsibility to collect and preserve the materials to document the story of our contributions, our struggles, our problems and our achievements. Collections of materials by and about American Negroes are vital to Negroes to help them to know the facts and to develop pride in their racial heritage. Such collections are just as important for members of other racial groups so that they can learn the truth and develop a greater appreciation and understanding of the Negro.

When it was learned that the Association for the Study of Negro Life and History was to hold a meeting on the Atlanta University campus, Dr. Annette H. Phinazee had the bright idea that it would be good for librarians and historians to meet together so that librarians concerned about materials by and about Negroes could meet with historians especially interested in Negro history. Such a meeting can help librarians to understand better the library needs of historians and help the historians to have a better conception of objectives, problems and needs of librarians who attempt to provide materials to document American Negro history. We wish to express our gratitude to Dr. Phinazee for conceiving the idea of this joint meeting and for the great amount of work she has done in planning and directing it.

It is very important that we have more bibliographies of materials by and about Negroes. Since Dr. Lawrence Reddick wrote a description of Negro materials in 1944, we have not had comprehensive bibliographies published. There is a need for up-to-date comprehensive bibliographies on various phases of Negro life and history. There is also a need for a bibliography of bibliographies to guide historians and researchers seeking specialized materials pertaining to the Negro. Many libraries possess valuable source materials that are not known to scholars. Librarians need the assistance of historians in locating and acquiring valuable source materials that should be preserved and made available to scholars. These and other problems will be discussed during this meeting. We hope that these discussions will lead to some plans and action that will be mutually beneficial to librarians, historians and educators.

We are especially pleased to have this meeting on our campus during this year when Atlanta University is celebrating its Centennial. The preparation for the Centennial has made us especially aware of the value of records and archival materials in the history of an educational institution.

Our speakers this morning are going to discuss two methods of organizing materials by and about Negroes in libraries. One method is to establish a separate special Negro collection, the other method is to arrange such materials by subject throughout the library. Another method with which we do not agree is that of classifying all Negro materials regardless of subject matter in 325.26 in the Dewey Decimal Classification scheme or in the Library of Congress Classification in E185. We may not come to a conclusion as to which of the first two methods is better; however, we shall present their advantages and disadvantages.

The first speaker is Miss Dorothy Briscoe, a native of Liberty, Texas, a graduate of Texas Southern University and of the Atlanta University School of Library Service. She has worked in the Brooklyn (New York) Public Library, as a public school librarian in Houston, Texas, and is now supervisor of Readers' Services at the Texas Southern University Library.

Our second speaker, Mr. John Scott, a native of Washington, Georgia, is a graduate of Morehouse College. He earned the B.L.S. degree at Atlanta University and the M.S. in L.S. degree at The University of Illinois. He has served as librarian of the Kansas Technical Institute in Topeka, as circulation librarian at Virginia State College in Petersburg, as assistant reference librarian at the University of Kansas in Lawrence, and since 1957 has been head librarian at West Virginia State College at Institute, West Virginia. He has recently served as president of the West Virginia Library Association.

Mr. Kurtz Myers of the Detroit Public Library is to be the third speaker. Mr. Myers is a native of Ohio. His undergraduate work was done at Hillsdale College, Hillsdale, Michigan; and his graduate work was done at the University of Michigan and Columbia University. He is Chief of the Music and Performing Arts Department of the Detroit Public Library and has been quite active in the Music Library Association and in the Theater Librarians Association. He has done considerable work with audio-visual materials, has served on the Audio-Visual Board of the American Library Association and is author of the book titled *Record Breaking*.

Miss Y. T. Feng, the fourth speaker, is Assistant Librarian for Documents at Harvard University. Miss Feng comes from China and has done advanced study at the University of Denver and earned the degree in library service at Columbia University. She served in the General Reference Department of the Harvard College Library before taking her present position.

The speakers will appear in the order in which they have been introduced. After the four panel members speak, there will be an exchange of ideas among them and then we shall be pleased to have questions and discussion from the audience.

Panel: Negro Collections vs. Negro Materials

DOROTHY L. BRISCOE:

As I understand it, I am to defend the special collection in the college library; however, before I attempt to do that, I should like first to tell you about the Negro Collection at Texas Southern University. Our collection is known as the *Heartman Collection on Negro Life and Culture*. It was purchased from Charles F. Heartman, an internationally known rare book dealer. A native of Hanover, Germany, Mr. Heartman came to the United States in 1922 and was naturalized five years later. He and his wife resided for several years in New Jersey and then moved to New Orleans. From 1937 to 1946, Heartman operated a 500-acre farm on the outskirts of Hattiesburg, Mississippi which he named the "Book Farm."

The Collection was purchased from Heartman in the early years of Texas Southern University, approximately 16 years ago. There are some 15,000 items in it at present, with books and pamphlets predominating the number; however, there are also periodicals, maps, broadsides, documents, almanacs, music scores, clippings, cartoons, and various curios which date from early 1700 to 1955.

The literature of this Collection is devoted not only to the Negro in the United States, but also to the background and development of Negro people in every section of the globe where they have lived in any concentrated numbers. At present, emphasis is placed on the historical rather than the contemporary aspect of the Negro's contribution to world progress.

Approximately three-fourths of the items in the Collection have been cataloged. The remaining material consists of unbound pamphlets, newspapers, photographs, etc., which will require special treatment before being made available to users. Presently, the Collection is a non-circulating reference collection. Many of the items are in fragile condition and therefore are of limited use until they have been scientifically treated for better preservation. Mimeographed copies of the catalog of the Collection were prepared and distributed.

Since its purchase, the Heartman Collection has been housed in cramped and out-of-the-way quarters; however, with the addition of a new wing slated for completion in 1966 or early 1967, that situation, we hope, will be remedied. In recent years the Collection has not grown to any degree, primarily because of budgetary reasons, and although considered to be rich in research potential, it is not clearly defined nor extensively used. It is without endowment or a satisfactory budget.

Although I am associated with a library having a special Negro collection, I do not feel that every college — predominantly Negro or otherwise — must or can have a Negro collection unless the material included is of such substance and depth that it actually offers something of research value. It takes time and money to build collections and unless both can be amply supplied, it perhaps is more practical for a library to concentrate on materials on the Negro in the general collection rather than on a special Negro collection. But, those libraries having already gathered or acquired primary sources or other historical materials might well have a nucleus for archives on Negro life.

According to Charles B. Shaw, special collections fall into three categories or degrees of relevance to the major responsibility of the library: (1) those which are integral in the fabric of the college's history and philosophy; (2) those tied by some associative thread to college interests, and providing materials beyond the strict demands of curricular necessity; and (3) those which have come to the college fortuitously and by external chance.[1] The Heartman Negro Collection fits well into the first two categories. The material in the Collection relates to Negro life and culture. By virtue of the fact that we are a predominantly Negro college, located in the South, the history and background of the Negro is an inseparable part of the fabric of Texas Southern University. As a matter of fact, Texas Southern University is in existence today because of the customs, beliefs, and conditions dating back to the days of slavery. (It was established to keep Negroes out of the University of Texas.)

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[1] Charles B. Shaw, "Special Collections in the College Library." *College and Research Libraries,* XVIII (November, 1957), 479.

College libraries, especially those that are predominantly Negro and will undoubtedly remain that way for a number of years to come, more than ever before, are in need of collections for the study of Negro history. The Negro, for the most part, has been somewhat ignored and omitted from the history of the United States and much of that which has been recorded has a one-sided interpretation. For that reason, Negroes themselves know very little of their history and heritage and what is worse still, are inclined to be somewhat uninterested in their history. There are reasons for this lack of interest. For years Negroes were denied the liberty of self respect and human dignity which is so necessary for pride in one's history. Unlike the Irish, or the Jew who also suffered persecution, the enslavement of the Negro was unique in that he was transplanted into a totally foreign environment. In countless instances, he was separated from families and loved ones. The Negro heritage was taken from him and he was taught that anything Negroid was wrong. Another man's culture, mores, ways, and, yes, even religion were superimposed on the Negro, thus stripping a people of any association with their ancestry.

These are the reasons why it is felt that it is the responsibility of the library to make available, call attention to, and encourage the use of this special collection. Also, the nation and the world are now interested in the Negro as attention is being focused on the Negro from all angles. Since the interest is so keen, we should play up the value of good collections and encourage those interested to make use of the many available sources which if re-examined and studied might well help to dispel some of the ignorance concerning the Negro.

The separateness of this type of collection is not based solely on the fact that material included is on the Negro. Rather, this type of special collection (made available through the gathering of books and other materials) allows for a more comprehensive consideration and treatment of a certain phase of history long neglected and misinterpreted, which by necessity must be studied, examined, and researched in order to provide the missing link in the history of a people and the history of a nation.

From a more practical point of view, much of the information in this collection would probably have been lost were it not for the special treatment of this material. We feel that fragile documents, clippings, photographs and other such types of materials are best housed in a separate collection.

We are proud of our special collection although we recognize gaps, inadequacies, and limited use of the collection.

JOHN E. SCOTT:

Let me say first that I do not have strong feelings either way on this subject because I feel that most librarians are simply following in the footsteps of their predecessors. If we happen to work in a library that already has a Negro collection, I am sure we will continue it and if we move to a library without a Negro collection, I feel that it is very unlikely that we would start one unless we are the recipients of a sizeable grant of funds for this purpose. In a great many cases the librarian probably would not have the final word about maintaining a separate collection, because administrators often have definite ideas about special collections.

Frankly, I am generally opposed to separate or special collections on any subject in small and medium sized college libraries, because I know from experience that when one attempts to maintain special collections on any subject — whether it is Negro, Shakespeare, Lincoln or what have you — it usually creates more problems than it solves. In addition, most separate collections in the small Negro college are not exhaustive nor even very large. What is so noteworthy or "special" about them that cannot be found in any other good college library?

For example, at the West Virginia State College Library we started a special collection of books on Abraham Lincoln in 1959. The majority of these books were donated to the College Library by an organization in memory of a deceased member. This is usually how special collections get started in the small or medium-sized college library. But the point is that we, as a rule, are generally not financially able to develop special collections as they should be and in most cases there is reason to question the wisdom of trying to do so.

I suppose more books have been written about Abraham Lincoln than on any other person who ever lived, with the possible exception of Shakespeare. I am sure in our meager collection of over one hundred Lincoln books there is nothing "special" and these books would probably be more useful to patrons in the regular collection.

So the question seems to me to be — to segregate or not to segregate. I am in favor of the latter for books by and about Negroes. I did not have anything to do with making the original decision at West Virginia State College that we would not have a separate Negro collection, but I am glad that the policy was made to catalog a book by its subject content and not label it by the race or nationality of its author.

Last year my secretary was browsing through a new book list received from another college and she noticed the letter "N" preceding several titles and, not being familiar with this, she asked me what the "N" meant. I explained to her that this "N" usually denotes a book by or about a Negro and the book is usually kept in a separate collection. "Why?" she asked. I tried to give her the usual reasons, but it actually reminded me of a story that I had heard. A mother was explaining to her recently married daughter how to bake a ham. She said, "First you get the ham and wipe it clean with a damp cloth, then you saw the end off of the ham, next you cut diamond shaped designs in the skin and place a clove in each, glaze the ham and bake it in the oven." The daughter carefully noted the instructions but she asked her mother *"Why* do you have to cut the end of the ham off?" Her mother said, "I really don't know, but I just picked that up from watching my mother bake a ham." She said, "Your grandmother is upstairs, let's go up and ask her." They went upstairs and asked grandmother why she cut the end of her hams off before baking. The grandmother said "Well, the only reason I cut the end of my ham off was because my pan was too small to get the ham into it."

I'm afraid some of our college libraries have followed this practice for many years without asking the reasons *why*. We have simply followed what some other library has done. We have said if it is good for Howard University and Atlanta University, it is good for us. This is not necessarily so. Personally, I am opposed to separate Negro collections as they exist in the majority of Negro colleges. Most of these collections contain no more materials by or about Negroes in quality nor in quantity than could be found in the average good college or university, and I see no reason for keeping this material separate.

Library clientele can be served better if these materials are allowed to find their way into the regular collection in the usual manner. A book written by a Negro on statistics should take its place on the shelves with the other books on statistics without identifying it with an "N". A book on any other subject should stand with other books on that particular subject without necessarily reminding the reader that this book is written by a Negro. A reader looking for material on a particular topic is usually not concerned too much if the author is Negro, Chinese or Italian.

The matter of economics also enters the picture of special or separate collections. There is usually some increase in cost to maintain a separate collection. This increase in cost, no matter how slight, may be reflected in acquisitions, cataloging, housing or servicing the collection. According to statistics, very few college libraries are able to meet the ALA national standards in terms of size of book collection, staff, budget, etc. The plight of Negro higher education as described in the Carnegie Corporation of New York *Quarterly,* January, 1965 is that "the combined library facilities of all the Negro colleges are smaller than the library facilities of any one of a dozen state universities."[1] In view of this, I wonder if most of us can *afford* separate collections.

There is a great need for *good* special collections on the Negro. We already have a few — the Schomburg Collection in New York City, the Moorland Collection at Howard, the James Weldon Johnson collection at Yale, the Slaughter-Cullen Collections at Atlanta University, the Hampton Institute Collection and others. These are not enough and most of them can be improved greatly.

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[1] Carnegie Corporation of New York. *Quarterly.* XIII (January, 1965), p. 3.

There are also areas of the country where people do not have easy access to the good Negro collections that exist. In the Midwest, for instance, there is a paucity of materials by and about the Negro. I was pleased to learn that the Delta Sigma Theta Sorority decided to establish a Negro collection at the Omaha (Nebraska) Public Library to help fill this void. I wish them well and hope that this will initiate a worthwhile movement.

There is a great need for good Negro collections not only to provide a wide variety of books by and about the Negro, but also to provide materials of rare or historical interest such as first editions, manuscripts, and historical classics. These special collections could serve as reference centers and laboratories for those who are interested in serious research on the Negro.

There is a dire need for more materials by and about the Negro in all of our libraries from elementary schools to universities. Many of our colleges and universities should make special efforts to see that these materials are amply represented in their collections, particularly in many of the predominantly white colleges and universities throughout the nation. All libraries should be saturated with excellent collections of good books by and about Negroes; however, I would not like to see these books separated or segregated from other books. They should take their rightful places on the shelves.

KURTZ MYERS:

Happy as I am to be here, I must admit that I may be here under a misapprehension. I have been asked to justify the concept of a Negro collection as opposed to the concept of Negro materials distributed throughout a library collection. It is quite true that a Negro collection, the Azalia Hackley Collection, is one of my responsibilities in which I am most interested personally. At the same time I must establish that it is not my major responsibility.

I am in charge of a department made up of performing arts materials — books, musical scores, and recordings — in a very large library. This library, though an early advocate of subject departmentalization, has never been a proponent of special collections in a narrower sense. The Detroit Public Library does indeed have a few special collections but these have always been recognized as exceptions to a general policy, and have been justified in terms of their unique relationship to the local scene. Perhaps I can make this more clear by saying that our two special collections which have independent status — with their own staff, quarters, and budgets — are our Automotive History Collection and our Burton Historical Collection (a remarkable local history collection developed by Clarence J. Burton and presented to the Detroit Public Library complete with staff and endowment nearly fifty years ago).

I should like to mention two factors which are influential as guiding factors for a department head in the Detroit Public Library. One is a statement developed by the director a dozen years ago which classified our subject and departmental responsibilities in terms of four levels of emphasis. These levels were as follows:

1. Subjects of major emphasis (in which we have materials ranging from the popular to the research level)
2. Subjects of strong emphasis (but not necessarily for background research)
3. Working collections
4. Some representation but not full working collections

The over-all objective of the library is strong collections on the third level (working collections). While this is the intention, long periods of development under enterprising department heads, have sometimes resulted in departments with resources which exceed the intended level of emphasis. This I think can be said to be true of the library's music collection which "belongs" on the third level but in point of fact "exists" on the second.

The other guide line is the Detroit Public Library's continuing relationship to the library, students and faculty of Wayne State University. This urban-oriented but state-supported university, which now has nearly thirty thousand students and is located across the street, necessarily affects our fields of emphasis. We have an active joint acquisitions committee which attempts to prevent unnecessary, expensive duplications in our reference collections. This committee has been particularly effective in the music and technology areas. We would certainly not attempt to develop special collections in the same subject areas. So much for the general situation in Detroit. Now I should like to tell you about the Azalia Hackley Collection.

The Azalia Hackley Collection is devoted to documenting the achievements of Negroes in the performing arts. This is the statement I always use in correspondence; it represents my best definition. The collection was established in 1943 at the suggestion of the Detroit Musicians' Association which is the local chapter of the National Association of Negro Musicians. The suggestion and the initial collection of materials were accepted in a most cooperative spirit by the library administration. Probably neither donor nor recipient could envision the directon and extent of the Collection's growth. The immediate motivation had been the Detroit race riots of the previous year. There was a considerable impulse for a show of goodwill and a desire to accentuate the positive.

As time has gone on, the Hackley Collection has not only grown in size; the scope of the Collection has considerably broadened. Responsibility for growth has become almost totally a Library responsibility. However the tie with the Detroit Musicians' Association has never been broken. It is symbolized in a very practical and appropriate way each February when the Hackley Memorial Concert is presented by the Association in the Library auditorium. This event features members of the Association as performers and composers, often makes use of performance materials in the Collection, frequently is tied in with an exhibit from the Collection, and usually results in valuable publicity in the local press.

The Hackley Collection consists primarily of six types of material — books, musical scores, recordings, photographs, programs, and clippings. There are some other types of material too: posters, periodicals, musical instruments. The first three types mentioned — books, musical scores, recordings — are acquired, processed and stored in ways well established. One of the joys of administering this Collection is that the Library's regular acquisition practices make it relatively simple to acquire materials for the Hackley Collection which are published abroad, or obscurely, or are out of print. Books, scores and recordings of which reference copies are bought for the Hackley Collection, are often duplicated in circulating copies in the Department's general collection.

The second three types of material — photographs, programs, and clippings — require considerably more imagination, alertness, and hard work to acquire. It is with these materials that one must break with the usual orderly processes and resort to letter writing, personal contacts, and outright begging. Fortunately, certain sources — the motion picture and legitimate theatre publicists, the concert managements, the television networks — are consistently responsive and generous. But even these sources must be continually re-approached and are more responsive to a personal appeal than to a form originated in the Order Department.

I must emphasize that the Hackley Collection is a performing arts collection. As such it does not include information about the activity of Negroes in the fine arts or in literature (except for the texts of plays). Nor is it a general collection of Negro materials. Like all performing arts collections, it is particularly concerned with ephemeral materials. The performing arts by their very nature and their close alliance with commercial entertainment, are ephemeral. The qualities of performers and performances are difficult to document at best. Printed records of careers are often elusive. Performers do not lead orderly lives. They usually do not keep consistent records of their own professional activity. I can attest that they are constantly amazed to discover that an institution, particularly a library for which they have had little personal need, has attempted to gather materials which will document their careers for posterity. Most performers' careers are documented only in press releases, reviews, gossip columns, programs, photographs. Even though their names may be household words, they may never find themselves within the august pages of a biographical dictionary or be honored with a full-length biography.

When the Hackley Collection was founded, the idea was to collect information about Negro concert artists, the works of Negro composers, and the literature of the spirituals. The focus was entirely on music. In more recent years we have broadened the scope to include all the performance media, such as the theater, moving pictures, dance, radio, television, night clubs, popular music, and jazz. We do not limit ourselves to activities in the United

States but try also to represent the Negro performing arts in Africa, South America and the Caribbean. We also try to reflect the very considerable interest of Europeans in the Negro performer and creator. This we accomplish chiefly by collecting books about jazz, Negro folk music, and dance, which are published in Europe, in Germany, the Netherlands, and Scandinavia. Books about African music and musical instruments, and African dance, are of great interest to us.

We are most interested in achieving a good representation of the contribution Negroes have made to the development of popular music (as contrasted to jazz) in this country. We collect popular songs by Negro writers; our collection now numbers nearly three hundred titles. We are also interested in popular songs for what they can tell us of social history, which is considerable. We are interested in all treatments of Negro themes in plays, or music, or dance whether or not the creators and performers are Negroes.

The only area which we purposely limit ourselves in is our representation of jazz. This literature, written and recorded, is so enormous and the role of Negro jazzmen is so completely involved, that were we to go all out for jazz materials the Collection would be overbalanced. Furthermore this specialty is being developed in other institutions.

At present the Azalia Hackley Collection consists of about five hundred books and one thousand musical scores. The recordings number about eight hundred, half of them being long-playing discs, the other 78 r.p.m. shellac discs. There are eighteen hundred vertical file folders arranged in three sequences: biography, titles (plays, films, operas, etc.), and subjects.

The Collection is located in an oak-panelled room adjacent to the Music and Performing Arts Department. One wall of the room consists of a decorative grille facing on a principal passageway. In the passageway are six lighted exhibition cases. As a result of this arrangement the Collection can be brought to the public's attention even when the room must necessarily be locked and unstaffed.

The Hackley Collection has no budget or staff of its own but is administered and developed from the general resources, human and financial, of the Music and Performing Arts Department. Two professional staff members are intensely interested in the

Collection. Two former staff members continue to collect actively for it. Many staff members are helpful in locating materials appropriate to it.

The recency of the Collection must be kept always in mind. The period since its founding in 1943 is fairly well represented. Earlier periods are very sketchily covered, although we are attempting to develop the Collection retroactively. Another limiting factor is the location of the Collection away from the centers of maximum activity in the performing arts.

Use of the Collection to date has been very limited although a few graduate students have found their way to it. Also a number of performers who were interested in seeing songs or reading about performers of earlier periods have used it. Intensive use of the Collection is yet to come.

I am always being asked: "Who was Azalia Hackley?" Mme. Hackley was a Detroit woman who was born in Tennessee but whose family was established in Michigan. Her parents had been Detroit residents. She grew up in Detroit, attended its schools and taught in them. She was a singer and choral director. At one time she was a well-known syndicated columnist, writing on etiquette and grooming. A biographical sketch of Mme. Hackley has been written by Josephine Harreld Love and will appear in the *New Dictionary of American Women* being edited and published at Radcliffe. A biography, titled *Azalia* (Boston, Chapman & Grimes, c1947), was written by Marguerite Davenport.

The important thing for us to know is that Azalia Hackley used her skills as a choral director to further in a very practical way her interest in raising the standards of musical education available to talented young Negro musicians. Through scholarships established with the proceeds of her choral festivals, she helped make possible good academic musical training for such men as Carl Diton, Kemper Harreld, and Clarence Cameron White. These men, in turn, had great influence as performers, composers, and educators. Though her name is familiar only to the oldest generation of Negro musicians (she died in Detroit in 1922), she was a pioneer personality of note, a real fountainhead of inspiration. The Collection is most appropriately named in her honor.

ADVANTAGES OF A SPECIAL COLLECTION APPROACH:

1. It makes possible more *interpretation of the materials.* One can work out one's own techniques to accomplish this interpretation. One need not classify by major emphasis of a book or score; one may value an item for a chapter or for a secondary or implicit theme. One can create one's own subject headings which may be more suitable to the materials than any established, more formal headings. Interpretation also may be achieved by other means than library organizational techniques. Obvious methods are through talks, exhibits, and performances.

2. It makes possible a *different approach to acquisition.* Many new publications will be acquired in normal ways, with perhaps a greater attention paid to special bibliographies. Some out-of-print materials can be sought through the catalogs of specialized dealers. However, the greatest difference will be in the acquisition of materials which fall outside normal trade channels.

   I well remember one of my earliest experiences in library acquisition, when I was a summer substitute on the staff of the New York Public Library's Theatre Collection. My first duty of the morning was to scan the obituary pages of the *New York Times* to determine what theatre folk had just died. On the basis of this information an immediate appeal was made to the survivors for material which might or might not exist. This type of morbid enterprise is essential, lest materials be lost or scattered, especially when dealing with people as rootless and homeless as performing artists. Such enterprise need not always be concerned with death. A letter to Ulysses Kay just before his departure for the U.S.S.R. as a member of a delegation of four American composers being sent by the United States State Department, is a case in point. My letter simply requested a souvenir of his trip to Russia; it elicited a total documentation of his experience, a documentation which concludes with a copy of his letter to Washington announcing that this record has been deposited in the Detroit Public Library. But the timing must be right or the opportunity is lost.

Solicitation of materials must be continuous. Almost nothing arrives automatically although some of the best materials come unexpectedly, and sometimes it would seem, accidentally. Do not despair of unanswered appeals; the appeal is not necessarily forgotten. I found for instance that my approach to Reri Grist was much easier when she was an established international star of opera because she remembered a letter, unanswered, when I had written her when she was just beginning. A final word — if one is lucky enough to find collaborators deeply interested in one's special collection and willing to help collect for it (materials or money), never take them for granted. Never fail to acknowledge contributions, as specifically and personally as possible. A formal, institutional acknowledgement may not be a sufficient recognition for such specialized help. Collectors, as well as performers, need to know they are appreciated.

3. A third advantage is an *advantage in public relations*. Special collections are often newsworthy. They lend themselves to library exploitation through newspaper stories, radio and television interviews, programs, and exhibitions. Often they open up interesting possibilities of co-sponsorship. They dramatize an area of library resources, more appreciable than the total resources of the library. (The Automotive History Collection in the Detroit Public Library illustrates well these points).

4. A fourth advantage is a selfish one, in that the benefactor as the curator finds *personal satisfactions* in the specialized collection. He has the satisfaction of coming to know a small area really well (as opposed to the librarian's curse of generalism). He also has the satisfaction of getting to know well people with common interests. He also, if he has any collector's instinct at all, can gain great satisfactions from the pleasures of the hunt and from witnessing the steady development of the collection.

I should like to expand on these points if time permitted. I shall only mention the great pleasure I had in getting to know Eubie Blake in the course of two lengthy visits to the Library in which he helped me pick out of a large collection of old popular songs, those which had been written by Negro composers and lyricists. These meetings opened up to me a whole era, and prompted in Mr. Blake a flood of reminiscences. Others whom it has been most interesting for me to meet have been Kenneth Spencer (backstage at a film theatre in Germany), Muriel Rahn (in a restaurant in Vienna), Oscar Brown, Jr. (in a Detroit night club), Alvin Ailey (at a university dance demonstration), Donald MacKayle (at a dance rehearsal during a Detroit tryout of *Golden Boy*), Reri Grist (after an opera performance in Chicago), Gordon Heath (at a London theatre), Ivan Dixon and Sidney Poitier (after a performance of *Raisin in the Sun*), Henry Lewis (at a home in Detroit). Some of them later visited the Hackley Collection. These, of course, are celebrities, but it has been an equally great pleasure to get to know creative people on the local scene — fine singers like George Shirley and Earnestine Nimmons, fine instrumentalists like Eugene Hancock and Darwyn Apple, fine actors like Woodie King and David Rambeau, some of whom have made it to New York and some of whom haven't and won't.

Disadvantages in the Special Collection Approach:

There are of course some disadvantages, some frustrations in the special collection approach. How does one justify the expenditure of professional time and budget on a special collection when the needs of the general collection are so evident? (This is a dilemma which touches me as the administrator of a sizeable department). How does one cope with the inflexibility of cataloging procedures? How does one avoid conflict with other departments when the scope of the special collection does not fall entirely within the scope of the larger collection of which it is a part? How does one maintain the principle of a strictly reference collection of special materials when one is committed, in large measure, to a policy of availability for circulation? How does one handle inexperienced, careless researchers, especially of grade school, or junior or senior high school level (whose interest in the subject may be intense)? How does one find staff members with interest in the specialty? How does one establish rapport, especially in correspondence?

YEN-TSAI FENG:

There are many good reasons why a library should like to maintain special collections, chief among which are the following:

1. It encourages concentrated and extensive acquisitions
2. It facilitates better organization and maintenance, and
3. It provides easier and more efficient reference — a little extra 'Tender Loving Care.'

But I am here this morning to tell you why Harvard does not have a special Negro collection: First of all, I should mention that the Harvard University Library system is very much decentralized according to subject and it is a choice by necessity — further conveniently reinforced by logic and reason! It is decentralized by necessity, because the University Library is composed of existing, well established units. In addition to the central collection (the College Library, consisting mainly of the three libraries of the Faculty of Arts and Sciences, namely, Widener, Houghton and Lamont) there are the several justly famous libraries of the professional schools (Law, Business and Medicine, to name only three). Therefore, by necessity decentralization according to subject has always been the way of life. And so, despite its ten levels of stacks and more than two and one half million books, the Widener Collection is rather severely limited in areas outside of the humanities and the social sciences. And even in the case of the latter, much that is of vital interest to a student of the social sciences is not housed in Widener. For instance, public health materials are collected by the Medical School Library, labor materials by the Industrial Relations Library, and of course, so many topics relating to the study of law are extensively covered by the Harvard Law Library.

What we do collect in Widener, we classify according to subject — a kind of homemade scheme which is neither LC nor Dewey, and which on the whole seems to be quite satisfactory, at least to our own users. I said earlier that this decentralization, born of necessity, has been defended on grounds of logic and reason as well — for we claim that it is the content of the book, not the format or the author or the issuing agency, that is of the foremost importance to the reader.

Ideally, therefore, all works on a given subject should be grouped together, regardless of language, format or authorship. But that is the ideal — and I must hasten to confess that we have so many deliberate exceptions and inadvertent inconsistencies that often the exceptions seem to be the rule. However, that is another story, and I will come back to it later if I have time.

On the whole, the treatment of Negro materials at Harvard rather exemplifies our principles of total integration. Thus, a Negro poet may be classified in American Literature, Brazilian Literature, French Literature, or African Literature; a Negro artist in Fine Arts, etc. But before I proceed to describe our "integrated" or "scattered" classification (it depends on which way you look at it) I would like to say a word or two about our book selection and acquisition policy.

Book selection at Harvard is done by subject specialists, both faculty and library staff, whether it be about poetry, art, history, sociology, mathematics, religion, philosophy or economics. For instance, as a book selection officer at Widener for the past eight years chiefly responsible for the social sciences (a rather nebulous coverage indeed!) I would not presume to be able to choose avant garde poetry, whether it be English, American, French or Chinese. That is the responsibility of the Curator of the Poetry Collection. The same is true with art, theology, etc. A book of poetry is selected, because it is thought to be good and/or significant, and it matters little whether the author is black or white.

I mentioned earlier that works are catalogued and classified by subject according to the contents. Consequently, works treating the same subject field would get the same "exposure" on the shelf — offering equal accessibility to the user who browses in the stacks. Thus you will find novels by Ralph Ellison in American Literature, poetry by Langston Hughes in Poetry, and essays by Ralph Bunche in International Relations. We think it is more logical this way, and implicitly, more democratic, and indeed, more practical. This way, we hope to avoid depriving the user of some good books merely because they are separately housed in a special collection, and similarly, to avoid depriving an author of his due share of potential readers because his works are segregated from those of his professional colleagues, whether he be a nuclear physicist or a landscape architect. Thus, at Harvard you will find Negro Art in the Fine Arts section, Negro Minstrels in the Theatre section, Negro Education in the Education section, and the history of the Negro people with the history of whichever country in which they happen to reside: U.S.A., Argentina, Brazil, Spain, Canada, or Africa. In this connection, you will be interested to know just how well integrated it has been at Widener: For the Negro in U.S. History, Pre-1865 is classified under Slavery and Anti-Slavery Movement, tucked in rather snugly in the 1847-1877 period of the U.S. history scheme in the library, while the Post-1865 section concerning the Negro people in this country is to be found in the general U.S. history portion, somewhat alphabetically placed between Immigration and New England.

Our classification scheme, like all classification schemes, can offer only one of the several possible approaches to a collection. No classification scheme can precisely serve the needs of any reader at any given time for any specific topic. So, we librarians supplement it with subject headings. And this is the way we can get some idea of the scope of Negro material, or rather materials on Negroes, in Widener Library. With references and cross-references, one can round up the major segments of such material in the library. But we cannot ever make an inventory of all works by Negroes, for I am afraid that half of the time no one, the specialist in book selection, the cataloguer, nor indeed the reader, really knows the color of the author, and little does he care! Anyway, as far as we are concerned, that's not the problem. However, we do have problems with our beautifully integrated scheme nonetheless:

1. No classification is perfect, either in principle or in practice, and therefore there are always the vexing inconsistencies here and there, and sometimes they seem to be *everywhere.*
2. The subject headings we resort to are limited to the Central Collection of the College Library and there is no union subject catalogue for the entire University; hence there is always that gnawing feeling of inadequacy in reference coverage.
3. Our lovely logic of total integration is, as said earlier, full of exceptions. I am not referring to decentralization by de-

partmental libraries and professional schools, rather, I am talking about the trend towards special collections within the central collection of the College Library.

For some years now, we have debated the *pros* and *cons* of special area study libraries — Middle East, East Asia, Russian Studies; or special subject collections — Economic Development, Population, Trade Union Movement; or special function or special format collections — maps, and recently, government documents. Most of the time I tend to argue against this trend, especially if it means a "cozy" self-contained unit physically isolated from the major collections of the library. Such units (if they do half-succeed in their mission of specialized service) often create a sense of pseudo self-sufficiency and this inadvertently prevents readers from discovering richer fields and wider horizons. But, I shall not have time to discuss this with you today even though it *is* one of my pet topics. Instead, I am here to conclude with a confession: for with all that I have just said about the integration of material based on subject-content rather than format, etc., we at Harvard recently decided to set up a special Document Division, and I have been assigned the task to do it. The reasons for such a Division? The same threefold motive I stated at the outset of my talk: To encourage concentrated acquisition, to facilitate better organization and maintenance, and to provide more efficient reference — that "Tender Loving Care" again.

I should like to conclude by saying that there is a time and place for everything, and there is undoubtedly a need for special Negro collections here and now. It is only right that great universities like Atlanta University should furnish the necessary leadership. Special Negro collections may not be either necessary or desirable at Harvard — as much as we are interested in maintaining a strong collection in this field — but such special collections certainly have their place in the research libraries. It is therefore fortunate that universities like Atlanta and Howard are giving us the needed leadership. Perhaps I should add just one more word concernimg the advantages of special collections: they tend to attract support and stimulate research. And in the study of Negro history, we need both, very much.

Second Session

9:00 A. M. Friday, October 22, 1965. Georgia Williams Brawley Lounge, Kresge Hall, Clark College

Presiding: Almeta E. Gould

Manuscripts by virtue of the diversity of their nature, present many problems. Their processing and organization are not parallel to any other library materials because no two manuscripts are exactly alike. Each has characteristics that make it a truly distinctive item. Minute details must be observed and noted if these documents are to serve research.

Regardless of the value of the collection, it still requires an adequate system of organization. These materials may as well not exist if interested scholars do not know where they are. It becomes apparent then that after the collections are organized, some method of communication is necessary to publicize the holdings. The purpose of this morning session is to provide guidelines for an organization of manuscript collections and to learn some of the facts about the National Union Catalog of Manuscript Collections in terms of its purpose and scope.

We are very fortunate in having two participants who are experts in their respective fields. Speaking first is Dr. Mattie Russell, Curator of Manuscripts at Duke University. Miss Russell is a native Mississipian. She received the Bachelor of Arts and the Master of Arts degrees in the field of history at the University of Mississippi. She was awarded the Ph.D degree at Duke University. She has had extensive experience in the teaching of history in Mississippi high schools as well as at Morris Hill College at Morris Hill, North Carolina. For four years Miss Russell served as Assistant Curator of Manuscripts at Duke University Library and since 1952 she has been Curator. Scholars have high regard for the organization of the Duke University Manuscript Collection.

Mrs. Custer is a native of Oklahoma. She holds a degree from the University of California in Los Angeles, with a major in American history and a certificate in librarianship from the University of California at Berkeley. She has had varied library and library-related experiences. She served as a cataloger at Claremont Colleges in California. She was the first archivist at the Detroit Institute of Art and organized the program of Archives of America, a project of nationwide concern that is housed in the Institute. She has served as a research worker and indexer of "Lincoln Day-by-Day," the major project of the U.S. Lincoln Sesquicentennial Commission. For a brief period she worked as an editor on the staff of the Presidential Papers program at the Library of Congress. Since 1963 Mrs. Custer has been editor and indexer of the *National Union Catalog of Manuscript Collections*. She is also Head of the Manuscript Section of the Descriptive Cataloging Division of the Library of Congress which has primary responsibility for the NUCMC.

Organization of Materials Within the Library

Mattie Russell

The program indicates that I am to speak on the organization of materials within the library. For fear that I might be asked certain technical questions, such as how to determine whether or not a periodical in the form of a newspaper should go to the periodical or the newspaper division, should this type of publication be considered a serial or a single entry, or should a volume of this description be classified as a document, may I say that I am not a "trained librarian," in the accepted sense of the phrase. Instead, I am one of those mavericks who started working in a university library as a graduate student. I became so fascinated with the work or the institution, or both, that I could never bring myself to return to teaching.

Today we often hear concern expressed over the passing of individualism, but do not be fearful of its dying in this generation. As some of you know, individualism is rampant in the field of library service. Even though much has been accomplished in standardizing library procedures, they continue to differ from place to place. The standardization that has developed has saved untold time, money, and effort for both librarians and users of libraries. There will, however, always be factors, some of them human, which will prevent any two libraries from operating exactly alike. Imagine two such homes!

The scope of organizational patterns and procedures in other libraries is so wide that I shall not attempt to give even a general survey of them. If I had had time to prepare a questionnaire to send to the heads of major libraries of the country, and if a large percentage of them had replied, then this paper would have more claim to authoritativeness. But even if I had had the time, I daresay I might not have had the courage to burden overworked librarians with the type of request that I myself hate most to receive. I apologize for subjecting fellow professionals to another testimonial on how "we do things," but I shall concentrate on the libraries of Duke University. In explaining the organization of library materials and some of our problems at Duke, I hope to give a representative, if not a comprehensive view of such matters for all the larger libraries.

First, may I outline briefly the structure of the library system at Duke and then speak about the organization of materials within the libraries, giving more attention to manuscripts than to any other materials, since I work with them.

When Trinity College became Duke University during the latter part of the 1920's, two campuses evolved, one for the Woman's College and the other, about a mile to the west, for undergraduate men and the graduate and professionals schools. For the sake of brevity we often refer to the campuses as East and West, and in library matters as well as in many other things, the twain do meet, Mr. Kipling notwithstanding.

The General, or West Campus Library is what the name implies; it concentrates largely on materials in the humanities and the social sciences. When the addition to the General Library, which I shall refer to at times as the Duke Library, or just the Library, is completed, much of the present building will become an undergraduate library. The holdings of the two divisions, though, will be readily available to all.

The Woman's College has its own library, as do four schools and five departments. Although aimed largely at the needs of undergraduates, the Woman's College Library also specializes in materials for the Department of Aesthetics and Art and the Department of Music, since those departments are on that campus.

The University Librarian directs all the libraries except those of the Schools of Law and Medicine. They are supported by the budgets of their respective schools and have their own librarians. The University Librarian serves as an advisor to these libraries, and they operate under a general policy for the whole University. The union catalog in the General Library lists the printed holdings of all the libraries on the two campuses. As part of the cooperative program between Duke and the University of North Carolina, each university has a copy of the other's author catalog.

The first materials I shall mention specifically are those that might be called the stepchildren of the Library. We recognize their worth, in fact some are without peer, and we are fond of them, but they are not numerous enough to be set up in a separate department. For that reason they have to be given house room with other holdings with which, in some cases, they have little or no kinship. These materials include: Pamphlets; maps; broadsides, other than those retained in manuscript collections; paintings, sculpture, prints, engravings, and photographs; popular sheet music of the nineteenth and twentieth centuries (the collection used by the Music Department is a teaching collection); and memorabilia. The Library has not encouraged people to give memorabilia because it does not have a museum section. Despite the lack of encouragement, however, friends have given a variety of things ranging from saddle bags to samurai swords. Many of the memorabilia are kept in a vault, and oh, how intriguing is a vault! Some of its contents may be no more worthy of preservation than Mr. James B. Duke's necktie, but the mere mention of a vault arouses people's curiosity. In the days when many of the manuscripts in the Southern Historical Collection at the University of North Carolina were kept in a very large vault, I always felt that whenever researchers came from over there and spoke of that vault, they thought either our manuscripts were not as valuable as our neighbor's or we were a bit careless to keep ours in ordinary rooms.

As a consequence of there being no special collections department in the Library, for many years the Manuscript Department served as a catchall. Eventually it got rid of a group of maps by transferring them to the Documents Division, where the U.S. Army maps are kept. The Rare Book Curator transferred the broadside collection to his department, but we still have the pictures and sheet music. Actually most of the pictures are engravings and photographs of individuals and family groups that came with manuscript collections and should stay in the department. A case in point is the collection of General Robert L. Eichelberger, one of the leading commanders in the Far East during World War II, and the general whose Eighth Army occupied Japan. Along with his collection of manuscripts and memorabilia came hundreds of wartime and personal photographs, some Japanese prints, a few oil paintings, and his bust.

As long as wall space is available, a library can accommodate the portraits of benefactors, presidents, trustees, *et al.*, and busts can be placed here and there. We have about run out of wall space, but it can always be found for portraits of benefactors, and should be. And, I might add, it can cost you if you do not. Trinity College lost one of its principal benefactors (he was not one of the Dukes) through disrespectful treatment of his portrait. At the front of the magnificent Reference Department in the Duke Library hang large portraits of Mr. Washington Duke and his sons, Benjamin Newton and James Buchanan. They are sometimes referred to irreverently as Father, Son, and Holy Ghost, Mr. James B. being the Son, since he gave more money than Mr. Ben, his older brother. Students will be students, you know, and regardless of the gratitude they may feel, staff and faculty like a little fun, too.

Today's close alliance between scholarship and technology has led to a multiplicity of new types of library materials and machines for their production, reproduction, and use. The reprographic machines now make microfilm, microfiche, microrecords, photostats, photoprints, Reader-Printer and Xerox copies, and a variety of other wet and dry process copies. I am told that the dry process is in the ascendancy at Duke. Remember I am talking about copying machines, not social life! All micro-type reproductions, tapes, recordings, slides, and movies are useless without audio-visual equipment. Someday there will probably have to be smell equipment for movies. I once heard a former diplomat say that odor was an all-important element missing from movies of the Far East.

Most of the audio-visual equipment and materials are held in the departments of the University where they are used. In the new building there will be an audio-visual section to supplement departmental holdings, and to make general holdings more readily available.

Perhaps most, if not all, the larger libraries will ultimately install computers to save time and space, especially in the areas of bibliography, ordering of materials, and cataloging. If the Library of Congress is able to implement the thinking of the most advanced librarians in this country, all the National Union Catalog will be recorded by author, title, and subject on tape. Either the tape will be distributed, or the data recorded on it sent by wire to those libraries having compatible machines to print out from the computer tape. How far I have led you into the jungle of mechanical monsters! It is time to retreat to safer and more familiar ground by recommending, if you have not already read them, two of the most recent articles on computers in libraries. These articles, one pro and one con, are in the October, 1965 issue of the *American Library Association Bulletin* and the September, 1965, issue of *College and Research Libraries.*

Having likened certain library materials to stepchildren, perhaps I should liken certain others collectively to stepmothers, since more often than not they have received no more attention and care than traditionally has been the lot of stepmothers. I am speaking of the archives of schools, that is, the records of their own origins and functions. There have been, we know, notable exceptions to the usual treatment of stepmothers, and there are exceptions among universities and colleges in the treatment of their archives. Unfortunately, Duke does not rate very high among this group. It has an archival program, but it is far from what it should be.

In some university libraries the archives are a regular division of the manuscript department, but a separate section has been planned for them in our new building. An archivist will be employed not only to have charge of them but also to collect them from all areas of Duke University. Meanwhile the Manuscript Department serves as a temporary repository for all the archives other than the official publications of the University Administration and student organizations, which constitute an archival collection in the Rare Book Department. We even have a few death masks of deceased Medical School faculty. Since we are to keep the archives only temporarily, and we have far more work with our regular holdings than we can get done, we make no attempt to catalog them. We do accession them in order to keep track of them; that is, all but the more fugitive material such as programs and announcements that arrive as individual items. Those we just store, hoping there will be no calls for them; but, of course, there are.

The last materials I shall mention before moving on to manuscripts are those being acquired to support the Commonwealth Studies Center at Duke. This Center was established in 1955 with Carnegie funds to embrace all the former British colonies, territories, and mandates. In 1961 a subdivision on Indian Studies was started, and a subdivision on African Studies is getting under way. The Library has greatly intensified its collecting in the areas covered by these studies, but the materials are scattered among the other library holdings according to their classification.

With an apology to Mrs. Dorothy Porter for infringing upon her subject of this evening, and to all of you for digressing from my subject, I wish to speak a few minutes about collecting manuscripts.

Our holdings on the status of the Negro in Colonial America and the United States are particularly strong. We continue to add as much material as possible about the Negro and the Civil Rights Movement. Knowing how the archives of the Socialist Party of America, which we have for the period from 1900 down into the Sixties, appeal to graduate students as a source for thesis topics, I feel confident in assuming that for the foreseeable future countless students, not only in American history but also in other fields, will be particularly interested in the Negro and the Civil Rights Movement, and their impact on American civilization.

Through the years I have been told a number of distressing stories about the destruction of manuscripts. Biographies remain unwritten or thin in spots, decisions forgotten, and events obscure because papers have been destroyed by accident, carelessness, or design. Most people who create papers worth saving are still ignorant of the importance of saving them, whether they are personal, professional or business.

The most frightening story about the narrow escape of papers that I have ever heard concerns the original portion of our Socialist Party Collection. This portion runs to around 100,000 items, and has proved invaluable to researchers. The papers were actually retrieved, so we have been told on good authority, on the way to the incinerator after they had been cleared out of the headquarters of the Party. Eventually they were sold to the Duke Library, and ever since that purchase the Party has been sending us its inactive files.

Faculty interest is all important in building any area of a library. The three leading manuscript repositories in the Carolinas, outside the state archives, came into existence through the interest of a few historians in collecting and preserving historical materials. I am speaking of the departments at Duke, the University of

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North Carolina, and the South Caroliniana Library at the University of South Carolina. Through the years the efforts of a few Duke faculty members, especially in the History and English departments, to build up the Manuscript Department have been of incalculable value.

The greatest need of Duke Library other than more space, which we expect to have by 1968, is additional endowment. The income from our lagest endowment fund, and certainly not a large one by contemporary standards, may be used only for buying Southern Americana. The director of that fund is the official agent of the University for collecting Southern manuscripts, and in the matter of manuscripts we are still concentrating largely on the South. Other American and foreign manuscripts (most of the foreign ones are British) are acquired through various channels, often upon the recommendation of a professor.

Gifts of manuscripts are made to the Department both directly and indirectly. It does not matter how they come as long as the avenue is honorable and legal. One needs to be certain, if possible, that the sale or gift of a collection is made in good faith. In our accession records we state the source, date, and terms of each acquisition. In a few cases people have complained that a member of their family had sold us a collection to which they also had a claim but had not been consulted about its disposition. Fortunately, thus far no suit has resulted from this sort of dissatisfaction. Another factor to be considered in neogitating for papers of people like Washington and Lincoln — if you are rich enough to do so; we are not — is whether they are forgeries. It is also possible to run into a dealer who tries to make a shady deal, but this has been a rare experience with us.

Collecting manuscripts is an occupation that brings thrills as well as disappointments, and often involves dirty, hard, physical labor. Personal papers are likely to be in an attic, a basement, or an outhouse, not one of which is usually kept like a parlor. The collector should be knowledgeable and enthusiastic about history, be willing to spend a lot of time on the road, and be an able salesman without the need or desire for the income of an able salesman.

We make it a practice not to buy twentieth century papers, but, for two reasons, depend upon our powers of persuasion to get these. Papers of recent vintage tend to be very bulky, and it is difficult to place a monetary value on them. Secondly, the amount we spend for manuscripts is so limited that we feel it should be reserved for older and more scarce papers. The cost of manuscripts of prominent literary and political figures is often prohibitively expensive for anyone other than a wealthy private collector. There are few guides other than one's own experience for determining what should be paid for manuscripts encountered outside dealers' catalogs. For that reason a collector should have, along with the other qualifications I have listed, the instincts of a horse trader. Manuscripts listed in catalogs one naturally takes or leaves at the dealer's price; mostly we leave them.

In some libraries manuscripts are in a department of special collections. At Duke the main collection of manuscripts, numbering approximately four million, constitutes a separate department. In the organizational framework of the Library that Department enjoys the advantageous position of being directly under the Head Librarian. The Walt Whitman Papers have their own room in the Rare Book Department, and the Medieval and Renaissance manuscripts are kept there also. They are mostly codices, and bear more relationship to certain printed texts in that Department than to any other materials in the Library. The Josiah C. Trent Collection in the History of Medicine in the Medical Center Library contains manuscripts of noted physicians and scientists as well as rare printed works. Long ago librarians became wary of the hazards of setting up special collections. We heard this point discussed yesterday. I feel that it must be recognized that at times this game is still worth the candle.

The Manuscript Department has bibliographical control over all manuscripts outside the Department. The Whitman Papers have been printed in a well-indexed volume, so for that Collection we have only a listing in our Main-Entry File. For all other manuscripts outside our jurisdiction we have duplicate catalog cards.

The processing and cataloging of manuscripts has not been standardized. Each repository has its own methods. Researchers traveling over the country visiting various repositories naturally learn of these differences and often comment on them. They find catalogs that are quite detailed and others that do little more than list collections. Frequently the catalogs provide adequate control over some collections and not over others. Even as detailed as our catalog is, it is not uniform in quality for every collection. Some have hoped that the publication of a national union catalog of manuscripts would lead to a universally accepted method of cataloging them. It may, but I doubt it.

The cataloging of a collection is closely tied to the arrangement of the papers within it. Most collections have a basic similarity, but sometimes they have unique features which make it necessary to arrange them differently, at least in part. We make as few exceptions in our system as possible, because exceptions complicate the catalog and tax the memory.

A typical collection of papers falls, more or less, into this pattern. It contains correspondence; legal papers such as deeds, wills, contracts and promissory notes; bills and receipts; writings such as school essays and addresses, and, in the case of a literary figure, possibly poems, short stories and novels; miscellany; clippings; other printed matter in the form of broadsides and pamphlets and volumes. The volumes may consist of diaries, account books of various kinds, scrapbooks, letter books, church records or other types of volumes. The letters we arrange strictly chronologically since we catalog them as we do (this I shall elaborate upon later), and usually but certainly not always, they are the most significant part of a collection. In some repositories letters are arranged alphabetically, both the incoming and outgoing letters of an individual being filed together. The other papers of a collection we arrange chronologically within their categories, except that the bills and receipts, if they are rather numerous, are thrown together by decades. We do this because receipts are usually on small slips of paper and, therefore, become disarranged easily; and they, as well as bills, are seldom used extensively.

Our most memorable experience in processing a dirty and badly damaged collection was in making usable a tremendous collection of records of a Charleston, South Carolina, law firm dating back to the 1830's. The collection had been stored in a carriage house for many years. A hurricane had blown away part of the roof, and so much dirt had accumulated on the papers that even after they reached us they had to be cleaned in the back yard.

Luckily, most of the loose papers were encased in heavy legal envelopes which gave them some protection. Nevertheless, water, mice, and silver fish had taken a terrible toll of the loose papers as well as of the volumes.

While I am talking about the grimy side of my work, I shall warn that the prime qualifications for operating a manuscript department include more than being trained in history and librarianship. You need plenty of brawn, for you will often find yourself being both stevedore and charwoman. There is continual handling of collections, and it is a rare group of papers that does not need some cleaning and mending. Do not think you would be able to delegate all such chores all the time, even if you were inclined to do so.

To speak further about standardizing the cataloging of manuscripts, I might add that we would never think of discarding certain features of our catalog on which almost thirty-five years of labor has been expended in order to conform to a more streamlined system. We know how useful such a detailed catalog is to researchers and to us in servicing papers. We know only too well how slow and tedious it is to catalog as we do, and we sympathize with all who have too limited a staff to do it. Our Department is understaffed, too, but not as much so as some other places. We cannot think of cataloging the large, contemporary collections as thoroughly as we do the older and smaller ones, but as long as we can afford to, we hope to continue as we have on these.

Although I consider it doubtful that manuscript cataloging will ever be standardized to the extent that book cataloging is, I do think that with the increased emphasis on the use of manuscripts in historical writing and the development of the archival profession, of which manuscript librarianship is an important adjunct, there will evolve a much more nearly uniform system than now exists. Especially is this likely to develop in handling voluminous modern collections in order to arrange them chronologically. Their persistence and the experience of trying to cope with several large, modern collections that have come to us in a state of disorder, have convinced us that we must follow more closely the archival principle of provenance whenever it is possible to do so. This principle, to quote Dr. Theodore R. Schellenberg, holds that records should be preserved in the "order given them by their creators." We are also being forced to learn more about schedules created by records managers for the destruction of records that have outlived their usefulness. Twentieth-century collections can fill a department in a hurry, and one is ever faced with the enormous cost of building and expanding libraries.

Our catalog consists of a Main-Entry File, a Bound-Volume File, which is partly an extension of the Main-Entry File, and Autograph, Subject, and Geographic Files. Occasionally someone asks if we have a Period File. Since we catalog in great detail, we do not feel that enough use would be made of a Period File to justify it.

The Main-Entry File carries a title card for each collection, followed by a sketch, also on cards, of the contents of that collection. Some repositories prefer loose-leaf notebooks, to cards for this file. Most of our titles are names of people, since most of the collections are the papers of an individual or of himself and his family. If, however, a collection is comprised of the records of an organization or a county, the name of that organization or county is given as its title.

The Autograph File lists all the letters, post cards, telegrams, military orders, literary works, etc., written or signed by prominent people who appear in the collections. This file is invaluable, as many of the inquiries we receive are phrased in this manner: Do you have any letters of so-and-so? If the inquiry comes by mail, it usually goes on to request photographic copies of such letters. By consulting the Autograph File one can find immediately all the communications, say, of General Robert E. Lee, no matter in whose collection they may appear. We well know that this is an expensive system of cataloging since it is time consuming; but we also know that going through our collections a second time to ferret out the individual communications of General Lee might take as long as/or longer than it did to list them in the first place, and almost inevitably some would be overlooked, for we have many of them. It is as true of manuscripts as of other library materials, the more control the catalog has over them, the more useful they are.

In the Subject File are listed all persons, organizations, institutions, events, places and just *things*, such as ships, that are mentioned in manuscripts if they are important and enough has been said about them to warrant it.

The Geographic File records collections according to the geographic location assigned to them.

Our filing system involves both horizontal and vertical filing. We prefer horizontal filing for the older papers, but the modern ones that reach us already filed vertically are usually left that way. In some repositories the volumes and containers of unbound papers constituting a collection are shelved together, but to save space we separate the larger volumes from the other papers.

In the past, manuscript departments in university libraries have been developed mainly to provide research materials for professors and graduate students; but at Duke the professors are now stressing research by undergraduates in original source materials, and that leads many of them to use manuscripts. In at least three of the more noted private libraries only those persons regarded as mature scholars are permitted to use the holdings. Since we are part of a University we cannot be so exclusive. We are becoming deeply concerned, however, over the wear and tear on our manuscripts due to their increased use. We do not permit papers to circulate outside the Department, and eventually we may be forced to change our policy of making available any original, unrestricted material to anybody who comes along. If we tried to evaluate researchers on the basis of their intellectual maturity, we would be in a difficult position, for in most cases the older ones who come in looking for records of their ancestors or local history data are not as advanced in scholarship as the average Duke undergraduate.

Zeal for preserving the historical record has led me to use part of my time for speaking on the organization of library materials for talking about collecting manuscripts. The first consideration in the development of a library is the acquisition of materials; their organization, though very important, is a secondary factor. It is as true of the humanities as it is of the sciences that new knowledge comes from only two sources; creative thought and research. The only research laboratory for the humanist, save life itself, is the library, and for that reason it is doubly important to him. In this age when he is so sadly neglected for the scientist, the humanist, as William Faulkner said of every individual, needs all the help he can get.

Summary of Discussion Period:

Some librarians do not maintain special collections and have only a few valuable items. Would it be better to deposit these materials in a large library, if we are assured that we may obtain copies?

We need to keep some things and publicize them in order to bring attention to our own libraries. However, researchers do tend to go to large centers and they do miss valuable information that is in smaller collections.

We do not have communication. There are many items in our libraries that scholars may not be aware of. Examples given were the Bruce papers at Howard, some Booker T. Washington letters at Duke, some James Weldon Johnson letters at Atlanta University.

The importance of collecting and preserving "every scrap of paper" about our own institutions was emphasized. Our college and university archives need to be developed.

Public librarians should tell patrons how important it is to give their papers to a library. Minutes of local clubs and organizations are valuable and should be collected even when there are neither facilities nor funds for them. It may be possible to obtain funds later, or to transfer items to larger centers.

All librarians should have the interest of the profession at heart and look for materials even if they are not developing collections of their own. For instance, Mrs. Annie McPheeters has prepared an index[1] which should be duplicated for other key cities. Miss Ethel Fair preserved a segment of history and made it available to scholars by collecting clippings on the integration of public schools in the South and putting them in four scrapbooks. She wrote an interesting introduction and Miss Leontine

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[1] Annie W. McPheeters, *Negro Progress in Atlanta, Georgia, 1950-1960* (Atlanta: West Hunter Branch, Atlanta Public Library, 1964), 551p.

Carroll and her students prepared indexes to them. Every librarian can make a personal contribution to the preservation of historical materials.

A committee from this Institute should approach the members of the Association for the Study of Negro Life and History and ask for permission to publicize library holdings in the *Journal of Negro History* and the *Negro History Bulletin*. There is a section for this in the *Journal;* perhaps it could be expanded.

Carter Woodson began the movement to collect, preserve, and publicize material by and about the Negro. We must carry on his tradition and not depend entirely upon historians. There are many new ways of preserving materials. We need to go home and look around and see what we have. Many people who know our history are advanced in age. We should interview them and solicit their papers.

Photographs are important items. However, care should be taken to identify them. Many cannot be used, because the subjects are unknown.

The Savannah State College has 49 micro reels of the *Savannah Tribune*, the oldest Negro newspaper in continuous existence. The library staff has started an index to it, using the *New York Times* as a guide. They expect to complete it in three years. Issues for 1917 are missing.

We need to describe holdings in the South pertaining to the Negro as Downs[1] described holdings in Southern libraries.

Some libraries have materials that are now out-of-print and unavailable to librarians that are currently attempting to build collections. It would be helpful if they would compile and distribute descriptive lists of their holdings for use as selection aids.

A bibliography of the holdings in several libraries that are by and about Thomas Clarkson is being prepared by Mrs. Gaynelle Barksdale at Atlanta University.

A bibliography of Negro authors is to be published by Mrs. Dorothy Porter and her staff at Howard University.

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[1] Robert B. Downs, *Resources of Southern Libraries* (Chicago: American Library Association, 1938), 370p.

We need to have a keener knowledge of what the scholar is seeking. Then we should search our libraries and publicize what we have.

A warning against discarding the wrong items was given. Duplicates in one library may be unavailable to other libraries. Librarians were advised to seek expert guidance before discarding materials.

It was suggested that a group of five or six individuals get together before the Institute adjourned to form a committee and discuss applying for financial aid to execute some of the projects mentioned.

We must not duplicate services that are already available to us. For instance, the Southern Education Reporting Service provides copies of thousands of clippings in "Facts on Film" and these are indexed. We should be aware of opportunities to save time and money.

Cooperative Reporting and Cataloging as Exhibited in the Program of the National Union Catalog of Manuscript Collections at the Library of Congress

Arline Custer

The *National Union Catalog of Manuscript Collections* serves both librarians and scholars; the Catalog is the medium through which librarians and curators lead scholars to the material they have carefully acquired and stored. I have three objectives: (1) to tell you how this cooperative cataloging program operates, (2) to suggest how it might be applied to a program of this Institute, and (3) to solicit reports of manuscript collections from any of you who have not yet participated in the program.

Scholars and librarians recognized many years ago the need of a central listing and guide to the manuscript resources of the country. Several committees worked actively toward establishing such a center and finally succeeded in the fall of 1958 in having funds provided by the Council on Library Resources, Inc. A Manuscripts Section was organized within the Descriptive Cataloging Division of the Library of Congress to conduct a cooperative program to catalog and publicize the manuscript holdings of American repositories.

The program began its work more easily than might have been expected because of the work finished several years earlier by the Library's Committee on Manuscripts Cataloging. Anticipating requirements for a uniform style of the description of manuscript collections, this Committee, composed of selected members of the Library staff with the assistance of advisory councilors from the National Archives and elsewhere, issued in September 1954, after some fifty meetings and countless drafts, the *Rules for Descriptive Cataloging in the Library of Congress . . . Preprint of the Rules for Collections of Manuscripts.* These rules still guide the catalogers in the Manuscripts Section although they are being rephrased and revised slightly for incorporation in the new ALA Catalog Code to be published in late 1966.

The Manuscripts Section under its first head, Lester K. Born, began immediately to solicit information about manuscript collections in public and quasi-public repositories; that is, libraries, historical societies, museums, and the like, which regularly admit research scholars. Since the plan and the funds available provided that the staff at the Library of Congress prepare catalog entries from information supplied by the holding repositories, one of the first steps was to devise a questionnaire (hereinafter called a data sheet) to assist the repositories in supplying pertinent information. The data sheet with twenty-two questions on four pages was widely distributed and reports of manuscript collections began and continue to flow into the Section. (In 1963 the data sheet information was condensed to eleven questions on two sides of a sheet of paper).

The program is truly cooperative. The librarians working with manuscript collections in repositories, in many instances, learn about their manuscripts as they examine them to complete the data sheets; the Library of Congress staff prepares a formal catalog entry from the information it receives, prints 3x5 cards and provides the contributing repository with twenty complimentary copies.

The NUCMC Staff does not evaluate the collections on which it receives reports. It accepts all reports of collections that meet the specifications established by the various policy committees governing the program.

Many people, when asked about manuscripts, seem to think first of the Medieval and Renaissance manuscripts written by hand before the invention and widespread use of printing or, second, of the articles, papers, or drafts of material prepared either for publication or to be read at meetings. They are less likely to think of letters, diaries, notes, minutes, financial records, membership rolls, business and church records, and the like, as manuscripts.

Because of the misconceptions and the pioneering aspects of the program, the staff found it necessary to establish definitions and disseminate more detailed information regarding reporting than had appeared in the original announcements. The *Rules* were too complicated for overworked curators who were for the most part non-librarians and although the data sheet was precise in stating the points to be covered, it did not define manuscripts, minimum sizes for collections, or state other basic concepts. Again the committees went to work and *Information Circular* No. 1 defining manuscripts was followed some years later by No. 2 defining manuscript collections. Several more *Information Circulars* are in preparation including one with instructions for completing the data sheet.

The committees and sponsors realized that the program would never make headway if it were planned to catalog the millions of single items in American repositories; thus the *National Union Catalog of Manuscript Collections'* scope was shown in the title. The planning policy established that collections should have unity; that is, be written by or naturally accumulated by or around a person, a family, business firm, church, club or the like. *Information Circular* No. 2 arbitrarily selected fifty items, or one foot of material, as the minimum size of a collection eligible to be reported unless the repository justified the importance of a collection of smaller size. In the Circular it is suggested that small groups and single items be combined for reporting purposes. This has been done very successfully by large repositories for residual material and by small repositories for their total manuscript holdings.

Turning to the second part of the NUCMC program; that is, to make the information gathered readily available to scholars, the Section prepares the catalog entries with comprehensive indexes and publishes them in book form. To date, descriptions of 14,374 manuscript collections have been published in three volumes. Each volume title carries the years in which the entries were prepared: 1959-61, 1962, 1963-64. Now in preparation is the fourth volume, 1965, and the current plan is to publish volumes annually covering about 2000 entries each year. The second catalog, 1962, has a separately bound cumulated index, covering the material in the first two catalogs. The third issue, 1963-64, has a self-contained index which will be repeated and augmented with the 1965 references. Since the only approach to the descriptive entries is through the indexes, the Section intends to cumulate indexes as frequently as possible.

Each description of a manuscript collection is indexed in as great depth as possible: names of persons and organizations, places — both local and state, subjects, topics; and special events are brought out in one alphabet. The index is like that of an encyclopedia or of any book. It uses the most appropriate words and phrases and is not based on a list of subject headings. With experience, however, we are building up a pattern, adding definitions or usages, and generously making either double entries or cross references.

I may have given more detail than you are concerned about but I hope that you have been interested in the correlation of theory, committee, staff, and instructional work involved in operating a large-scale cooperative cataloging program in a fairly new area. I hope, too, that those of you who have charge of manuscript collections will report them to the NUCMC.

The benefits accruing from preparing reports for inclusion in the NUCMC are probably not as easily recognized as those given the scholar and research worker who consult the published catalog. It is obvious that the scholar enjoys the privilege of looking one place for guidance. He may still have to travel to see the manuscripts but from the catalog he knows what material there is and he knows where to find it. One research worker told me recently that letters and documents of the man he was studying were located in eleven repositories and that without our catalog he would have known of only three. The person responsible for manuscripts, however, undoubtedly has pressures of all kinds demanding his attention. He finds it difficult to look ahead to the advantages of a cooperative program when he barely has time to do the things immediately before him. I shall list a few of the points which may not have occurred to him and which reward him for the time spent preparing reports for the catalog.

(1) With our questionnaire (or data sheet) we help the manuscript curator to decide the essential elements of description. (2) While answering our questions he familiarizes himself with his material. (3) We relieve him of the preparation of the formal catalog entry and present him with twenty complimentary copies of 3x5 cards of each of his entries. (4) He may use them as a card catalog, or (5) he may assemble them and print a catalog of his own collections. (6) Altruistically he will find that the appearance of his manuscript collections in a national union catalog makes his material known outside his community and not only enhances its usefulness and value but also that of his repository; and (7) the most practical, time-saving, factor is that the printed description releases him from repetitious correspondence.

Many of these benefits to the individual library or repository apply equally to the general benefit. First, I think, the NUCMC program is providing a uniform pattern and standard for describing manuscript collections. Second, the opportunity to publicize holdings nationally is creating more local support for collecting, preserving, organizing, and servicing manuscript collections. Third, from the information in the catalog, regional or subject catalogs can be built.

We have heard of several regional programs: A group in Nevada hopes to form a catalog of manuscript collections held within and about the State; the Eleutherian Mills-Hagley Foundation in Delaware has begun canvassing repositories within an eighty-mile radius to list all economic-business manuscript records; Case Institute in Cleveland is now in the planning stages of a similar regional program covering technological manuscripts; the American Institute of Physics has a program to encourage the collection, preservation, and publicizing of physics material — and so on.

Some of these projects have foundation money, with budgets permitting staff to search and help the local curators describe their material — which, by the way, the Library of Congress cannot do. The organizers of these programs not only use our catalog to find sources but when they discover additional material, they arrange with the local people to have it reported to the NUCMC.

We hope to give and to receive similar cooperation in any efforts to gather a record of manuscript collections on any subject or discipline, such as the interest this Institute may generate in collecting and recording materials by and about the American Negro.

In conclusion, I want to mention two other cooperative programs of possible interest to you, which have a tie-in with the NUCMC.

The first one is called the "National Documentary Sources: A Program for their Preservation and Presentation" sponsored by the National Historical Publications Commission and conducted by its staff in the National Archives building in Washington, D. C. Under this program money is provided to help organize and microfilm a manuscript collection and to publish a calendar or guide to it.

The second is a new program conducted by the Manuscript Division of the Library of Congress: the Center for the Coordination of Foreign Manuscript Copying. There are now, and have been many projects for copying material (usually about America) in libraries and archives abroad. The Center will maintain a file of projected copying programs as well as of materials already acquired. Both of these programs specify that the collections are to be reported in the National Union Catalog of Manuscript Collections by the repositories holding them.

Working with materials for the better understanding of our nation's heritage is very rewarding. I shall watch with interest the progress of plans developing from the Institute to emphasize the invaluable contribution of the Negro to American Life.

Summary of Discussion Period:

Why did you decide not to use the Library of Congress subject-heading list for NUCMC?

The NUCMC began as a program to prepare catalog cards with main entries, added entries, and subject headings to be interfiled with cards for books. When, at the end of the first three years of cataloging (1959-61) it was decided to publish the catalog in book form, the text entries were arranged by number, and additional cards were formed into two indexes: one, a name index using the added entries, main entries, and other names given in the descriptions; and two, a subject index using the headings assigned following the LC subject-heading list.

When the cards with these headings were brought together, it was obvious that the subject headings were inadequate and inappropriate to serve as an index, in depth and detail, to collections of manuscripts. A book is usually written on a central theme, and two or three subject headings cover the content; but a manuscript collection covers a variety of topics, events, and places. In addition, the LC subject-heading list has certain characteristics that constitute a great disadvantage in an index, for example, some subjects are subdivided by place while other subjects are used as subdivisions under place. Also names used as subjects are separated from other names.

Members of the cataloging staff became aware of these problems before the volume was published but too late to revise the format. The Library administration and the two committees assisting the staff concluded that the indexing of manuscript collections required a different approach and determined to reindex the material in the first volume to all names, subjects, events, and places as needed and to present them in one alphabet. The work of the staff was realigned, a pattern of indexing was initiated, the 1959-61 material was reindexed, cumulating it with the index to the 1962 catalog. This cumulated index was published as the second volume of the 1962 catalog. The next issue of the catalog (1963-64) continued the new indexing pattern and began a new cumulation. The index to the 1965 catalog, in preparation, is cumulated with its predecessor, and it is anticipated that catalogs will be published annually with cumulating indexes.

You may be interested to know that the index is typed on separate cards, which are mounted and photographed for printing plates. After publication, the cards are stripped and reused. This method enables us to interfile entries, add citation numbers to entries, and to produce the catalog inexpensively.

Is there a plan for cumulating the index?

Yes, the first volume has its own index. The second one has a separate index volume which also includes the index to the material in the first volume. The third volume, just published, has a self-contained index, but the next volume and those issued in the next few years will have indexes cumulating with it. The user, now and for the next few years, will need to consult only two indexes: the cumulated 1959-61 index and the one in the latest volume published. We hope to keep the number of indexes small, and perhaps we can at some future time cumulate both the catalog and the indexes.

Can a standing order be placed for the NUCMC?

The answer is no. The first two issues were published during the years the program was sponsored entirely by the grant from the Council on Library Resources, Inc., and they were commissioned upon the presentation of bids. Two different firms publish and distribute the first two volumes. The first volume 1959-61 is obtainable at $9.75 from J. W. Edwards, Publishers, Inc., Ann Arbor, Mich., the second (in two volumes) 1962, and cumulated index 1959-62 at $13.50 from The Shoe String Press, Inc., Hamden, Conn. However, the fourth volume is published by the Library of Congress and it and future issues are available from the Card Division, Library of Congress, Washington, D. C., which does not accept standing orders but sends notices of the publication of new volumes. The 1963-64 catalog is priced at $10.00 and the 1965 catalog at $15.00.

Do you make any attempt to screen the value of the reports that come in?

We do examine each report to see that it meets the outline of the program, that is, briefly, the material reported must consist of manuscripts formed into collections and must be regularly available to the public for research. We use editorial judgment, and we often refer reports back to the repository with specific questions of fact or suggestions for organizing reports to meet the program's policies.

On what basis do you select the libraries to which you send questionnaires?

We do not "select" libraries. Every public or quasi-public (by that I mean privately owned, but open to the public) institution is urged to participate. If we do not send you a soliciting letter, do not feel that you are excluded. We either have not gotten around to you or we have not heard of you, and, if you will send reports without waiting to be approached, we should be very grateful.

Please explain the items that one might include.

There should be fifty or more items in each collection, however, fewer than fifty can also be included if justified. An item is a letter with any number of pages or attachments, a document, a ledger, a minute book, a writing prepared for publication or for oral delivery, a diary, or the like, of originals, or copies of manuscripts or typescripts; and a collection may include associated printed or near-print materials, and memorabilia. The count of items should give only the number of manuscripts, but if the size of a collection is given, in either case the description of the contents of the collection can summarize the amount of non-manuscript material included.

Sometimes reports of sizes are given in terms of volumes — which is not very satisfactory, because many separate items may be bound together, or one item, such as a ledger or diary, may be in many volumes. We have been forced to assume that one volume of letters contains at least fifty letters and have cataloged it as a collection. We have accepted as a collection three or more kinds of records of one organization, for example, minute books, membership lists, and account books. But we have excluded the diary of one person whatever its extent because, according to the library definition, it is one item. This policy has caused controversy among historians, and we plan to ask the Advisory Committee when it meets in November 1965 to discuss this point.[1]

How can a repository librarian justify including less than 50 items?

Information Circular No. 2, which was placed in your kits and is available from our office, gives both our definition of manuscripts and of manuscript collections, and it suggests that small groups and single items be grouped around some unifying topic for reporting to the NUCMC. For example, if all the items are about the county in which you live, you report it as the county collection, give the total size, and describe the essential features; the index will pick up all names and subjects in the description. To answer your specific question, the circular states that justification for including small collections should be based on such grounds as unusual historical importance, research potential, or association value.

Should we report items that have been placed in a library on permanent loan?

If you think that there is a likelihood of its being removed, we prefer not to have it reported, because once it appears in the printed volume it cannot be erased, and you will continue to be questioned about it. When, as occasionally happens, collections are transferred, the entry remains in the published volume but we drop the index citations to it in the next cumulative index.

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[1] The Advisory Committee recommended that greater emphasis be given to the quality of manuscripts than to quantity and that such single items as a diary be included if both the *repository* and the NUCMC staff judge it worthy.

Do you intend to explore the resources in county court houses?

No, not at present. We exclude archives if they are located where one would expect to find them. We include them, however, if they are located in some other repository. We include any archival material, that is, functional and administrative records, if they are mixed with personal and professional manuscripts, as seems frequently to be the case, especially in college and university archives.

Librarians in small libraries may feel that they cannot afford to buy tools such as the National Union Catalog of Manuscript Collections.

They must buy for class use or to supplement assignments. We find, however, that we make much greater use of some of these services than we think, and the expense is justified. Some union catalogs are useful in making interlibrary loans, but manuscript collections are unique, and requests should not be made to borrow them. Some repositories have facilities for photocopying and will supply copies. The chief value of the NUCMC is to show what material has been, or is being, collected and where it is located. Until the publication in 1961 of Philip M. Hamer's *Guide to Archives and Manuscripts in the United States and Canada* and in 1962 of the first volume of the *NUCMC,* there were no central sources of this information. There has, naturally, been duplication of effort in collecting material around certain persons, subjects, or places, and there probably always will be, but examination of the NUCMC will show gaps in collecting which one might pursue to advantage, and it will show collections lacking small groups and single items. If these scattered items are among your holdings, mutually beneficial exchanges might be arranged.

How can we get materials from other departments on the campus? We know they are there, but they have not been given to the library.

The president has to give a directive. A committee should be formed to see what is on campus — a preliminary survey should be made. The history department can help. A small committee should formulate the needs and present them to the president.

Howard University has some well organized procedures and a copy of them will be sent upon request.

What are the regulations for persons or groups who are reluctant to have their papers used openly? Would you encourage the receipt of such gifts if you promised to restrict their use?

We think so for the twentieth century collections, because you cannot avoid human sensitivity no matter how interested you are in scholarship. Sometimes the donor will suggest this. We follow the requests of donors. Try to get a time limit and restrict it as to publication, not research. We have also had the problem of microreproduction representing publication. Draw up a contract with the donor, or person representing the family — try to limit the contract to one person. People tend to be rather generous in allowing scholars to use materials.

How do we get people in our libraries trained to do this kind of work?

I learned from the ground up. Every repository does the work in its own way. We had a student who served as an intern while studying as a graduate student. We estimated his ability, offered him a job, then he went to library school. One cannot know enough history when working with manuscripts and graduates of library schools must learn this.

There are courses of study for archivists at the College of William and Mary, Harvard University, Meredith College, and American University. The University of Denver had an institute in the summer of 1965.

Archivists and manuscript librarians are still far apart in their procedures for handling materials.

Where should tape recordings go?

In oral history. Columbia University started this program. The Policy Committee at Duke has decided that only the written transcripts will go in the Manuscript Department.

Using tapes is a complicated, sophisticated, risky technique. There are, however, instances when one may feel justified in resorting to them. Do not refrain from doing so merely because you do not feel prepared to use this technique.

Third Session

2:00 P. M., Friday, October 22, 1965. Dean Sage Hall Auditorium, Atlanta University

Presiding: Annette Hoage Phinazee

Mr. Hans Panofsky is curator of Africana at Northwestern University. He is participating in some exciting cooperative efforts to facilitate the acquisition, organization, and promotion of African materials.

Librarians working with collections by and about American Negroes have not been as fortunate in procuring large sums of money nor in participating in successful cooperative projects as curators of Africana have been. With Mr. Panofsky's help and your imagination let us conceive of methods for cooperating to improve access to our materials.

Cooperative Acquisition Efforts in Africana

Hans E. Panofsky

The widespread nature of Afro-Negro relations, comparable to Israeli-Jewish ones, need not be stressed here. It is true that the long standing historical relationship between American Negroes and Africa have barely begun to be explored, but are not being by-passed. See, for example, George Shepperson's "Notes on Negro American Influences on the Emergence of African Nationalism."[1] It can also be mentioned that the opening plenary session of the African Studies Association's meeting in Philadelphia in 1965, is on "Africa and the American Negro in the Mid-20th Century." Together with the African world one should also stress the importance of Latin American Studies for the understanding of the American Negro. As regards library matters, the Latin-American Cooperative Acquisition Project (LACAP), which grew out of the Seminar on the Acquisition of Latin-American Library Materials, should be worthy of study.

African, as well as Negro collections, I believe, are part of the rapidly growing bodies of special and area collections, attached to area studies, which are increasingly becoming an outstanding feature of present-day research. Librarians and librarianship cannot help reflecting the new academic situation. As barriers between disciplines break down, so do the organization and compartmentalization of information according to academic discipline, in favour of a broader comprehensive arrangement. Area collections are indeed both an expediency and a new way of organizing knowledge and providing a laboratory and a fresh point of view to scholars.

These collections, that started as an offshoot of limited pursuits or repositories of odd literature, have become a searching ground for a cooperative academic activity, grouped around issues or sets of problems as well as, of course, serving the individual self-contained activity of the scholar. They are the surest sign that the interests and activity of the scholars today embrace a world that goes beyond the reaches of Western-European civilization.

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[1] George Shepperson, "Notes on Negro American Influences on the Emergence of African Nationalism," *Journal of African History*, I,2 (1960), 299-312.

The nature of present-day scholarship contributes to the complication of library services. The specialized preparation and the infiltration of the methods of science into other disciplines, call for an increased use of primary materials: documents, recordings, surveys, ephemera, archival material, all difficult to acquire and to control bibliographically. This together with proliferation of material of all kinds, makes it impossible for single-handed institutions to go all the way alone. The acquisition of materials, like those on Africa and the Negro, that somehow fall outside the common commercial routes, must take place through complicated and scattered procedures that defy ordinary channels and thus causing wasteful duplication of effort or making the rare material obtained by one institution almost inaccessible to the scattered, but intense, scholarly interest outside that institution. As far as Africana is concerned, it is difficult to reach published primary material. The order department may be kept exceedingly busy ordering an item that may already be sitting in someone's attic in the States.

Incidentally, the use and distribution of standarized questionnaires to scholars and interested bodies, could possibly retrieve a lot of material from private files for reproduction and preservation. Such a questionnaire was sent out by the Library of Congress to members of the African Studies Association (ASA) on behalf of the Association. The Africanists were asked about the nature of the primary material they had collected in Africa and whether they will be willing to have this material microfilmed. While some indifferences and occasionally hostility could be seen in the failure to return the questionnaire or even in some of the replies, this method of collecting and centrally depositing data should be pursued further. Other questionnaires soliciting information on privately held tape recordings and motion-pictures have also been distributed. Reminders to scholars, about to commence field-work, of the importance of making their documents available for reproduction, might be a better psychological approach.

To return to African collections, two of the most significant ones are parts of collections on the Negro: The New York Public Library and Schomburg Collection and the Moorland Foundation of Howard University Library. Other important ones are usually found in universities with strong programs of African studies, such as Northwestern, Boston, and the University of California at Los Angeles. There are some sixteen programs of African Studies according to the listing of the Department of State issued in 1964. Libraries in these institutions must first and foremost support the teaching and research functions of their faculty. Any cooperation in the acquisition of material, which may make good sense nationally, has to be relevant to the local area programs.

Most libraries with African programs probably lack a realistic acquisition policy. The program, which may support the purchase of material only, will usually want to have everything within easy reach. Members of the program usually find it hard to understand that processing costs are high and library and university administrators are no friends of special institutes which must be supported by their individual libraries. Perhaps everything is collected by and about a certain country that may have research value, whatever that means. What about the writings of nationals that reside outside their countries of origin? What about the writings by Nigerian mathematicians which are only of interest to other mathematicians? Acquisition policies are vague. There is general agreement that African library collections should not be restricted to collecting printed material, but should include mimeographed as well as oral and visual records; not that any African collection includes very much besides printed and mimeographed matter. If a collection somewhat comparable to the Columbia University Oral History Project were created for Africana, this would have to be a cooperative venture as would be the collecting of motion pictures.

Considering the extreme difficulty in reaching source material, cooperative acquisition is not certainly a *beau geste* of the librarians, but is directed and demanded by the nature and the extension of research. We shall stress the co-operation in the acquisition of primary material and hereby give a description of some of the aspects of cooperative acquisition of Africana as carried out or envisaged by American libraries.

First are the two projects sponsored by the Association of Research Libraries (ARL) and administrated by the Center for Research Libraries (CRL), the former Midwest Inter-Library Center: "The Foreign Official Gazettes Project" and the "Foreign Newspaper Microfilm Project." These involve bulky and in-frequently used types of material produced on poor quality paper that are best microfilmed and need only be available in one lending library.

The New York Public Library films the gazettes that are available for sale to other libraries. Many of them, however, rely on the loan copy of CRL. CRL undertakes the filming of newspapers including fifteen African titles. It must be stressed that it is possible to belong to the gazette and newspaper projects without being either a member of CRL or even ARL. Both of these projects are not confined to Africa, of course.

I should hope that some of these projects are applicable to Negro collections, especially with regard to a modified version of the Farmington Plan, which, when applied to Negro collections, might have the effect of assigning to different institutions material pertaining to a special subject or region within the field. Also applicable, in my opinion, could be the formation of a national center of resources where material would be deposited, processed and lent or duplicated.

As to the merits of each co-operative effort that will be described in this paper, it would be preferable, I think, that the specialists of Negro collections themselves should judge and evaluate. Let me describe now these co-operative devices at the disposal of Africana specialists in this country.

The ARL is also responsible for the Farmington Plan which includes a sub-committee on Africa. As far as Africa is concerned, it is arranged that an institution acquires, through the Farmington agent, material on a certain African country, issued in Europe and elsewhere. In case the material is issued in the allocated country or elsewhere in Africa, then the libraries make their own acquisition arrangement. The materials they are obliged to collect include, besides monographs, journals and central government documents, also a reasonable number of newspapers and local government documents. A Joint Committee on African Resources consisting of a sub-committee of the Association of Research Libraries' Farmington Plan Committee and the African Studies Association decided on the allocations. The effectiveness of the plan rests on the quality of the sources of supply. Its advantages are strengthened when the institutions that have accepted Farmington allocations, do not specialize in the allocated areas at the expense of other parts of the continent. An American institution merely strong in one African country could only give effective service if inter-library loans were speedier than is presently the case. The Farmington Plan has also tended to delay timely acquisitions until it is too late to obtain the item that the Farmington agent has failed to supply.

One of the other accomplishments of the Joint Committee on African Resources, was to determine whether funds would be available for acquisition trips to Africa. United States and Canadian libraries tentatively pledged $40,000 annually for three years. Nevertheless, no one was sent to Africa. Recent thinking has favored short-length acquisition trips by American librarians to areas in Africa with which they are particularly familiar—presumably those for which their institution has accepted the commitment to collect under the Farmington Plan. The suggestion that the librarian on his intensive trip acquire multiple copies for distribution among interested libraries at home has found some favor. One librarian has also suggested that American libraries try to acquire through their normal acquisition channels additional copies for distribution.

In 1963 the Association for Research Libraries convened a Conference on African Procurement. One of the results was to stimulate the Cooperative African Microform Project (CAMP) housed at the Center for Research Libraries. Almost twenty libraries have pooled twice $1,000 or $500 each to acquire microfilm of rare and badly needed journals and other serial publications and political ephemera. In fact, only the latter has arrived, the former being still "in process." CAMP is an instance of self-help by libraries, sparked by a $3,000 authorization from what was the Board of Directors of the Midwest Inter-Library Center. Access to CAMP is possible to all those that care to join. Examples of materials that have been acquired by CAMP include political ephemera on Cameroon and the Congo, archives on the Congo located in Britain and filmed at the behest of the Belgian national research organization, over one hundred reels of film. To these will be added before long a copy of African newspapers already filmed by the British Museum and twenty of the key journals on African studies.

The Library of Congress microfilms ten other African newspaper titles, besides those of the ARL project, but these have to be purchased by individual libraries, and while these newspapers are thus more easily available, it would, I think, be preferable to have a longer list of titles for loan at a central repository.

When African studies received their big impetus in the United States in the 1959's, the African Studies Association (ASA) was formed and from the beginning it included a Libraries Committee, which is now a Libraries-Archives Committee. The ASA and its Libraries Committee was responsible for obtaining foundation support for the establishment of the African Section at the Library of Congress. The African Section, under the direction of Dr. Reining, has been at the spearhead of cooperative ventures. Indispensable lists of official publications and of serials have been issued.

Cooperative ventures need bibliographic guides if only to locate material for purposes of interlibrary loan. Since January 1962 Northwestern's African Department has issued bi-monthly a *Joint Acquisition List of Africana,* which represents Africana published within the current and five preceding years and acquired by one of the main libraries in the United States. The 3x5 catalog cards, submitted to Northwestern by the acquiring libraries, are reduced in scale to the point of mere readability and then zerographically transferred onto multilith masters.

The main vehicles of African library cooperation are the meetings of the Libraries-Archives Committee of the African Studies Association, and the unofficial contacts between librarians concerned with Africana.

A national clearing center for African material in the United States has been envisaged that would not only carry on consolidated acquisition for the members, but that would undertake microfilm reproduction and preservation of ephemera as well as tackle full bibliographic control, particularly of serials and government documents. Such a center calls for massive financial support and organization, but would unify the individual efforts, and would finally redress the lack of access to material both with regard to its acquisition and its use.

It is also worth mentioning that Public Law 480, which authorizes the use of counterpart funds, has resulted in acquisition offices being set up in Asia and elsewhere to collect material that is sent to a number of United States libraries. There is only one Public Law 480 office in Africa; it is in Cairo and has been of limited help to Africanists. There exist counterpart funds in Guinea, and perhaps through government and other means, offices could be established in other parts of Africa.

So far, with all our opportunities, little has been accomplished and much more needs to be done. A growing volume of past publications, both serial and monographic, will soon be available once again. Current publications are a problem for which no rational division of labor seems feasible. The most hopeful venture would be to strengthen CAMP to include current African government documents and serial publications. Then CAMP would be able to lend or duplicate at cost.

Co-operation is not a guarantee for success. Each venture must be carefully worked out and studied in detail and should be supported by the majority of interested parties, libraries, and scholars.

Definition of Areas Needing Development Criteria for Selecting Materials

Group Discussion

Moderator: Annette Hoage Phinazee

The areas in which materials by and about American Negroes are needed may be placed in at least two categories: (1) Localities where outstanding collections do not exist, and (2) topics that do not appear to be covered adequately in libraries. In 1944 Bontemps[1] and Reddick[2] listed no Negro collections in libraries serving predominantly Negro patrons in Florida, Kentucky, Mississippi, North Carolina, and South Carolina. Are there persons present who can tell us whether significant holdings now exist in these states?

There are collections by and about Negroes at the University of Kentucky and at the Louisville Public Library.

North Carolina appropriates approximately $1500 a year to the Raleigh (N. C.) Public Library which supplies all public libraries in the state with materials on the Negro through interlibrary loans.

Livingstone College in Salisbury, N. C., has a rather extensive collection of books by and about the American Negro. The library received a grant from the Association of College and Research Libraries to expand this collection.

Three popular histories of the American Negro that were written by Franklin[3], Frazier[4], and Woodson[5] were consulted for suggestions of topics that might be included in an adequate collection. The topics in the tables of contents were compared with the areas in which libraries were reported to have significant holdings. Topics mentioned by historians, but not listed among descriptions of library collections are: (1) Business, (2) Communities —

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[1] Arna Bontemps, "Special Collections of Negroana." *Library Quarterly*, XIV (July, 1944), 187-206.

[2] Lawrence D. Reddick, *Library Resources for Negro Studies in the United States and Abroad (New York:* Phelps-Stokes Fund, 1944). 182p.

[3] John H. Franklin, *From Slavery to Freedom* (2d ed.; New York: Knopf, 1956), 639p

[4] Edward F. Frazier, *The Negro in the United States* (Rev. ed.; New York: Macmillan, 1957), 769p.

[5] Carter G. Woodson and Charles H. Wesley, *The Negro in Our History* (10th ed. rev. and ed.; Washington: Associated Publishers, 1962), 833p.

rural and urban, (3) Crime and delinquency, (4) Education, (5) Family, (6) Health, (7) Mental deficiency, (8) The New Deal, (9) Philanthropy and self help, (10) Population, (11) Revolts and riots, (12) Social and economic stratification, and (13) Unemployment and poverty. Other topics that have been suggested are (14) Housing, (15) Mutual and Fraternal Orders other than Masonry and the Odd Fellows, and (16) Service of the Negro in the Armed Forces.

Do you know whether there are significant holdings in these areas?

Another question of importance is should one library assume responsibility for the acquisition of materials on a particular topic, or are there certain topics for which all libraries should have a representative collection? Are there other topics that should be included?

The first thing that we should determine is what exists and then we can conclude where the areas of deficiency are.

A survey of existing library holdings should be made more systematically than can be done by asking a small group such as this. We need to know the extent to which the administrators of the institutions are supporting and soliciting funds for the collections; how many have definite policies and budgets for such materials.

Speaking as a librarian, I hope that we will not limit ourselves to resource people who are social scientists. We should also include the social psychologist and the humanist in determining areas that need to be developed.

We used the articles by Bontemps and Reddick as sources of information concerning materials that exist. We realized that they are out-of-date, but felt that we might begin to acquire current information at this meeting.

Histories of the Negro were used because ours is a joint meeting with the Association for the Study of Negro Life and History. Librarians who approve of this method of selecting topics may apply to it any subject area.

Some of our most important material may not be in a special collection in terms which you are using or perhaps as some others are thinking of. The material may be included in another collection and yet it may be essential that we know about it. A library without a separate collection may have the best selection of material available on a particular topic.

Bontemps and Reddick made similar observations. They wrote not only about Negro collections, but described very important holdings that are integrated with other materials. For instance, it was Bontemps' statement about the Harvard University Library that provided the incentive for our opening panel and the invitation to Miss Feng. Bontemps stated that:

> The interesting thing about Harvard was that, while it probably had as much Negro material as any library in the country and while it was adding to its stock as actively as any, it had not thrown these materials together to form any sort of special collection.[1]

Are there participants who have or who know of extensive holdings in the subject areas mentioned?

These are vital topics and I realize that it is time to find out where these holdings are, but perhaps some of these librarians are like I am. I do know that in our West Hunter Branch (Atlanta Public Library) we have holdings especially on the Negro in the Armed Forces. Could each of us have a mimeographed list of these topics to refer to as we look through our collections?

I agree with a suggestion that we should have an Ad Hoc Committee. This group could develop a questionnaire and distribute it among the various libraries in this region to get the kind of information mentioned.

A tremendous revolution is taking place in the South and in other parts of the nation. This may be an area about which we need to collect materials.

I know that there has been a great deal of concentration on materials for the South. However, we are very interested in all types of materials that would be available to go into Northern communities comprised of all white teachers and students who now have a tremendous interest in getting information about an area with which heretofore they have not been concerned. If this type of material is made available, our school officials would like to have such information for use in many of our districts. This would necessarily have to start at a very basic level, because these people have had no exposure of the sort that we feel is necessary with Negro educators or Negro people. We feel that the initial contact can be made through materials and we recognize the value of this sort of collection.

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[1] Bontemps, *op.cit.* p. 203-04.

Criteria for Selecting Materials

A worthwhile collection cannot be maintained without objectives and a program that are realistic. The average library cannot accumulate, record, and preserve all materials by and about the American Negro that are now available. It is unwise to make substantial investments in many of the fields that are already developed in other libraries, or to purchase expensive items without sufficient demand when they are readily available elsewhere.

Some of the factors, other than general ones, that affect the selection of materials by and about American Negroes are: (1) the cultural poverty of the Negro and white reading public in regard to the achievements of the Negro (2) the academic programs which must be supported, (3) the availability of readable, accurate material, and (4) the rate at which some of these materials become out-of-print.

A few questions that we might consider today are:

1. What standard and selective lists are valuable? Are the usual aids consulted by librarians valid and sufficient?
2. What is the role of the "vanity" press? For many years this was the main agency of publication open to Negro authors.
3. What is the extent of indexing and inclusion in bibliographies?
4. What is the value of certain types of literature such as oral history, publications of Negro institutions of higher learning, labor and civil rights organizations, churches, and others?

5. What should be the proportion of current materials in comparison to rare items?

There is a need for better and more inclusive indexes and bibliographies. Various titles were discussed, but time did not permit a full evaluation of them.

This afternoon's discussion emphasizes the need for more (1) communication among librarians working with materials by and about the American Negro, (2) coordination of existing holdings, and (3) development in certain areas. The materials need not be in a separate collection, but we need to know where they are in order to facilitate using them when necessary.

Mr. Panofsky mentioned a Farmington Plan for African materials based upon countries of origin. We may be able to develop a plan with libraries concentrating upon certain phases of the life of the American Negro.

Robert Vosper made a statement in his inaugural address as President of the American Library Association in July, 1965, which is relevant to our discussion:

> Without question, what is needed is a coordinated procurement and cataloging effort, global in scope and geared to the national need for research. It is morally and urgently incumbent on all of us to work closely and openly together in behalf of a truly national library need.

Fourth Session

7:30 P. M. Friday, October 22, 1965. Dean Sage Hall Auditorium, Atlanta University

Presiding: Prince E. Wilson

We are very happy to present to you Dorothy B. Porter, Supervisor of the Negro Collection at Howard University. Mrs. Porter is an eminent scholar and very famous person in the field of library collections, particularly Negro collections. She has given leadership in many directions in her long service of collecting the data needed by scholars.

Dr. Charles H. Wesley is President of the Association for the Study of Negro Life and History and formerly President of Central State College, Wilberforce, Ohio.

The Librarian and The Scholar: A Working Partnership

Dorothy B. Porter

I consider it both an honor and a privilege to speak tonight to librarians and scholars. I am equally interested in library collections on the Negro and the research needs of scholars, and the present Institute at Atlanta University offers me the rare opportunity of disclosing my views on such collections and research before representatives of two interdependent professional fields. The cord which ties them together may be indeed of silver but it is not now, if indeed it ever was, particularly "mystic." It is noted, however, that the old antagonisms that traditionally stood between the cautious librarian and the inquiring researcher can no longer be regarded as anything more than eccentricity in either — and, one should hope, a harmless eccentricity at most. It is hardly an exaggeration to say that in the United States special libraries at university centers are acquiring the form and character of temples of scholarship in which the twin demi-gods — Castor and Pollux, or the modern deities of Accumulation and Interpretation, seem to preside. Within these precincts there is sufficient room for the librarian and the scholar.

In vogue today are many new techniques, which have brought about changes in the field of librarianship, as well as in the historian's approach to scholarship; but it will be found that in the present as in the past, the tasks of librarianship and those of historical research are best facilitiated where there is purposeful cooperation. The great problem of yesteryear in the field of Negro research, for example, was the comparative absence of documentation, or the unavailability of certain original documentary materials. Today, however, various mechanical and electronic devices make it easier at least to provide copies of rare, or scarce documentary materials for the use of scholars working away from repositories. These changes, brought about by automation, suggest that the requirements of scholarship in the area of Negro studies will soon be met faster and more fully to the greater satisfaction of all concerned.

Xerox Copy-Flo reproduction services from typed, printed, or micro-film copy of original materials are available to the librarian who needs to preserve unique, or rare items, or to scholars who cannot readily travel long distances to consult source materials, or who may wish to obtain copies for further study after they have returned to their desks. Edge-punched cards for research notes that are now being widely used in bibliographical work are commercially available; and in addition, microtexts now a part of our library materials have enabled many libraries to obtain research titles which formerly were available only in their original repository. Electronic storage and the retrieval of library materials are also acceptable aspects of automation today.

The gentleman scholar of yesterday who depended upon the footnotes of his predecessor in his approach to documentary materials is disappearing. Today, the young scholar in search of new facts demands unused sources, unknown or little used journals and newspapers, in addition to the known manuscripts. The growing body of young scholars now being trained in the seminars of our great universities will be the mature scholars of tomorrow and may very well excel their present mentors as they seriously explore many avenues of Negro history.

Librarians and curators of our special collections on the Negro should make every effort to make available to scholars what they need when they want it, although many may not know what they want, especially when they do not know what exists to supply their wants. They often seem a most impatient lot as they pry and probe to get at valuable library holdings, or demand access to rare items and manuscripts. And we do know that the time and labor expended by the dedicated librarian to build up a research collection is sometimes insufficiently appreciated by the young scholar. Many librarians have had to wait for years to acquire and complete manuscript collections. For example, early in the year 1932, Howard University received a substantial and important collection of books, pamphlets, manuscripts, newspaper clippings, and photographs relating to Francis Grimke and the Grimke family. Included were materials bearing on many phases of Negro life in the United States. Several years later we acquired some manuscripts relating specifically to Charlotte Forten Grimke, wife of Dr. Francis Grimke, which had been privately held by a friend of the Grimke family then engaged in writing a history of the family. This friend who had retained much of the material relating to both Francis and Charlotte has since died and efforts to obtain the collection from the heir have not been successful.

For several years I made efforts to visit Angelina Grimke, niece of Dr. Francis Grimke, who had a "closet" of manuscripts supposedly relating to her family. When Angelina Grimke died in New York City a few years ago, her executor found letters I had written to her indicating my interest in her papers. He got in touch with me and agreed that Howard University should have the collection. He also told me about two other persons in Washington who had Grimke materials. One of the ladies with whom Angelina had lived for many years informed me when I got in touch with her that she had a room full of materials and that I could come to see her as soon as her arthritis was better. Her arthritis never seemed to get better and now her senility is another problem. The other lady who had fallen heir to the Charlotte Forten papers tells me that when she has cleaned up the attic I may come to see her. I have been waiting for this event to happen for three years. I also followed another clue to the Grimke papers and contacted a friend who had known Archibald, brother of Francis Grimke, during the former's last illness. She has guarded his papers for more than thirty years and I was able to acquire one of our most important collections of more than fifty boxes of manuscript materials. After thiry-three years, I am still on the lookout for Grimke family papers, stimulated more so now because of a young highly qualified scholar who is writing a biography of Francis Grimke.

University and college libraries, public libraries, libraries in historical societies, the National Archives, or libraries in private hands are alike in that they serve the scholar's needs. Similarly, services accorded by their librarians to scholars give rise to common problems. But, apart from the routines of ordering and cataloging current books common to most libraries, university and college libraries with their special collections must also serve the needs of undergraduate students whose teachers expect much more of them than was expected of an undergraduate ten years ago. Indeed, they are overwhelmed with research topics on innumerable aspects of Negro life. Upper classmen, for example, are assigned readings for specific disciplines, while advanced graduate students are engaged in writing their papers or doctoral dissertations based, hopefully, on available materials. However, these are but signs of the now unprecedented demands for materials on the Negro stimulated in part by the so-called "Negro Revolution" which now confronts all kinds of libraries. This is a demand which embraces the research needs not only of the scholar but of many types of civic and governmental agencies. If we agree that the first concern of a librarian in a research or special collection after the acquisition of research materials is to make such resources available, then the obligation which the new social movement imposes must appear to be a frightening one.

A glance at such guides as *The National Union Catalog of Manuscript Collections,* the Hamer *Guide to Archives and Manuscripts in the United States,* and the Crick *Guide to Manuscripts Relating to America in Great Britain and Ireland* shows that a number of small and large manuscript collections located in some Negro and other depositories are not listed in these tools. While a number of descriptive articles on special Negro collections have appeared in printed and mimeographed form, there are as yet few, if any, comprehensive guides, indexes, inventories, registration or data sheets to such little-known resources. For some collections there exist shelf-list holdings, accession lists and temporary card files of one kind and another. These, of course, are helpful if the researcher thinks to ask for such, or if the librarian makes reference to the same.

While working in a New England historical society library a few years ago, I accidentally ran into just the valuable manuscript materials I needed for a study not by asking the librarian, but by talking with the curator of the museum of artifacts adjacent to the library. I asked to see the museum's accession list for the year when the last known member of the family had died in the town where the library was located. Reluctantly, the curator looked for the family name I had mentioned. Sure enough, along with mugs, canes and bric-a-brac deposited in the museum upon the death of the particular member of the family were manuscripts which had eventually found their way into the library, but which over the years had not been indexed or used.

When I first visited the New Bedford Public Library about twenty years ago I asked what the library had on the Negro that was not listed in the card catalog. I was shown a large carton of papers relating to Paul Cuffee which contained his log book, letters written to Paul Cuffee by James Forten, and other valuable documents. Today, I believe several scholars have made use of this collection which is not yet included in the *National Union Catalog of Manuscripts.*

Of course, I could not pretend to know which manuscripts now in Negro collections are relatively unavailable because they are not located in a card catalog or in a printed bibliography; yet, there must be some. As a matter of fact there are some in my own collection for which I have no entry or subject heading in a card catalog or in a bibliography.

The scarcity of bibliographical tools in the field of Negro Studies is well-known to all of us. In the area of African and Latin American Studies great progress is being made to locate and describe sources. It should be mentioned here that the demand for out-of-print Africana has stimulated considerable reprinting activity among a number of publishers. A listing of these may be found in the current issue of the *African Studies Bulletin* and should be of interest to librarians attending this Institute.

There is a major reason why in many of our libraries boxes of papers have not been arranged and calendared and why many of our collections lack a printed description. We are all faced with a budget deficiency which is mainly responsible for the lack of staff. Here, I am reminded of a story I heard about the elderly woman who screamed as she burst into the doctor's office. "Why doctor, you probably don't remember me, but ten years ago when I came here you told me to go home and go to bed and stay there until you called me. But you never did!" "Didn't I?" asked the doctor, "Well, then, what are you doing out of bed?" It is time for librarians to hop out of bed and stay out and start screaming at our administrators in order to make them look at our Negro collections with a truly diagnostic eye. Money and staff would solve most of our problems.

The truly scholarly investigator may often provide information that enriches the minds of both librarians and curators. My own experience, for example, has been that as scholars have explored source materials in my library they have been able to inform me of related sources in private hands and other collections. Moreover, through correspondence maintained with scholars — correspondence often voluminous — one can learn much about historical periods and personages, literary movements, *et cetera,* constituting a fund of information always useful over the years.

I recall that in the years 1960 and 1961, an investigator who was compiling a bibliography on W. E. B. DuBois and at that same time working on a project to microfilm rare Negro periodicals and newspapers, furnished our collection with a list of 2503 editorials written and published by DuBois in twenty-one periodicals and newspapers. He brought to my attention that there had been twenty-one editions of *Souls of Black Folk* published between 1903 and 1937. We worked together to locate issues of DuBois' *The Moon* which up to that time I had not known. In the course of his study he forwarded to me copies of his biographical notes on important persons. We located scattered issues of the *Boston Guardian* and, as a result, I believe Howard has one of the longest runs on microfilm of Monroe Trotter's paper. The searcher was also seeking the whereabouts of descendants of the editors and guarantors of the *Horizon,* also edited by DuBois. This past summer we processed in our library a boxful of the papers of George Henry Freeman Murray. Murray had printed the *Horizon* and his papers contained pertinent information in letters written by DuBois and Trotter during the activity of publishing the magazine. I am certain they would have been of interest to the DuBois scholar had they been available to him in 1960 and 1961.

Librarians of today do not accumulate research materials with the intention of burying such treasures. Nevertheless such treasures do sometimes get buried because of a lack of time and staff to make their locations known. Indeed, scholars often request unlisted materials sensing, no doubt, that during our search for materials to help them we may locate some long-forgotten documents. Another effect of such interest is to force us to process materials which might otherwise remain a little longer hidden. A truly critical aspect of this kind of situation may be the state or condition in which neglected materials may be found. If in poor condition, we must have recourse to microfilm. The problem of deterioration of periodicals and newspapers is usually resolved through microfilm. Several years ago Howard University Library filmed many thousands of issues of African newspapers which for many years were slowly but surely deteriorating.

Some scholars and writers have added to the resources of our library by presenting their working papers, notes, original manuscripts, documents, newspaper clippings, periodical articles and photographs upon the completion of their dissertations or books. These files are often of substantial use to other investigators. For example, the four-drawer file of materials which Helen Buckler used to write *Dr. Dan* was presented to the Library.

Occasionally, scholars will tell me they have suggested that materials they have used in private collections should be deposited in libraries where they may be conserved and used by more than one person. But, I do not mean to suggest that the ultra-refinements of librarianship are always appreciated or stimulated by all scholars; for I have often noted that scholars on our university or college campuses fail to interest us in or even make us aware of what they are doing. Sometimes, through assignments to undergraduates and graduates we may learn of their special interests. Perhaps, such scholars do not know of the librarian's ability to facilitate his research or even to anticipate his needs through acquisitions. Indeed, many faculty members are often unaware of the willingness of librarians to cooperate with them. More faculty members, especially those who have the ear of the administration, should urge sympathetic officials to increase the finances of the library.

Among other things, librarians require funds for the photocopying and reprinting of unique titles needed by many students and researchers. As early as 1935, Brown University experimented in making film copies of manuscripts and rare items in its John Hay Library. When the photographing was finished the Library was able to flash a reel of "film pages" on a screen in consecutive order, while groups of students read the text simultaneously. Material of interest particularly to research students who also required the same sources of information at the same time was copied by film and studied from the screen.

The Negro Collection at Howard University is faced with a tremendous increase in the use of some of our rarest items by both freshmen and upper classmen. Concern arises in the fact that some are in no other library and are in extremely fragile condition. To meet this crisis we are xeroxing and filming pamphlets, books and periodical articles as requests for the use of these titles are received and if the condition of the document permits copying. Along this very line we are acquiring out-of-print books and pamphlets written by Negro authors prior to 1840 which are in other depositories especially when only one copy is known to exist. These titles will be incorporated into our *Catalog of Negro Authorship* which we hope will be ready for publication by the end of next year (1966).

I must ask forgiveness for making so many personal references but I believe that my subject is best supported by personal experience.

Before I close I would like to make a few suggestions which I think librarians as individuals, or in cooperation with scholars, might undertake in the field of American Negro Studies.

It has not been my intention in this talk to convey that a disruptive state of tension exists between librarianship and scholarship, nor has it been my purpose to suggest that an irreducible crisis faces the university librarian in the shape of the mushrooming growth of interest in Negro life and history. Nevertheless, I do believe that as a senior practitioner in the field of librarianship I am able to identify points of weakness and of strength in our resources and in our practice, and to suggest some of the innovations or remedies, needed to assure more efficient handling of problems or processes fundamental to the area. Therefore, I would like to offer a package of suggestions whereby librarians separately or in collaboration with scholars might contribute to further interest and productivity in Negro Studies. I would first of all suggest that the following projects of compilation and/or publication be considered.

1. To make known and available the resources of our own collections through the publication of general and descriptive articles, indexes to or calenders of our manuscripts;

2. To prepare a union catalog of master's theses and doctoral dissertations relating to the Negro;
3. To make possible the publication of an annual handbook of current studies on the Negro which would include a directory of resources and a bibliography of bibliographies;
4. The preparation of an index to retrospective Negro periodicals and newspapers with a list of those which are no longer printed.
5. A quarterly newsletter for the exchange of information and ideas which would report outstanding acquisitions, bibliographical notes, work in progress, list of ephemera and description of new collections.
6. In addition to the foregoing I wish to propose that a survey through questionnaire be made of published and particularly unpublished bibliographical tools to Negro source materials;
7. That an index to photographic materials regardless of medium or locations be projected;
8. That we embark upon an intensive and extensive reprint program in order to preserve and make available our fast deteriorating titles.
9. It would also be of value to submit news notes on our special acquisitions and research in progress to the *Journal of Negro History* for publication in a news column. This might appear quarterly or annually; and finally
10. It may be useful to undertake a new microfilm project which would film retrospective newspapers and journals not filmed by any other project.

Because I have been invited to speak before the joint meeting of the Association of Negro Life and History and Librarians, I take the liberty to urge the Association for the Study of Negro Life and History to establish a state historical committee on Negro materials for the purpose of collecting family papers, papers of organizations and documents of all kinds. This committee would continue the task Carter G. Woodson started many years ago. The establishment of a national coordinating committee would determine the disposition of materials collected; that is, whether they remain in the state where collected or be sent to a national depository, or be photocopied and placed in more than one repository. A guide to these materials would be forthcoming in due time. I also urge the Association for the Study of Negro Life and History to serve as a clearing house for current information concerning the Negro. This information would be distributed on a nation-wide basis and in an organized manner.

Finally, we as librarians should find more time to become familiar with the techniques of research through the performance of research.

Of course, most of the suggestions I have made tonight cannot be undertaken without staff and money. Staff must be and can be trained. Money is available and can be had at present as never before. There is great interest today on the part of government as well as philanthropic agencies in Negro Studies.

As we close this Institute held jointly by librarians and scholars, let us remember and pay homage to the bibliofiles, historians, book dealers, and little collectors who in the past have dedicated their lives to the gathering of information about the Negro and by Negro authors. This they did at no small personal sacrifice. Their plea, in the words of Arthur Schomburg, "To awaken the sensibilities, to kindle the dormant fibres in the soul, and to fire to racial patriotism the study of Negro books" has been largely symbolized by collections they made and which have become the foundation of our special collections. Then, looking into the past, let us be grateful to Samuel J. May, Lewis Tappan, William Lloyd Garrison, William C. Nell, Robert Adger, William Carl Bolivar, Arthur Schomburg, Jesse Edward Moorland, John E. Bruce, Daniel Murray, Henry P. Slaughter, W. E. B. DuBois, Carter G. Woodson, Monroe Nathan Work, George Young, Charles Heartman, Charles Egbert Tuttle, Charles Martin, Mary E. Moore, Harold Jackman, Carl Van Vechten, and especially to Arthur Barnett Spingarn. These and others like them rightly belong in the Hall of Fame of the librarian and the scholar's world. I dare project the thought that the best reward they would expect for these gifts would be the prolongation into the future of our unremitting efforts to maintain the most fruitful possible working partnership among librarians and scholars.

The Charles H. Wesley Research Fund

Welhelmina S. Robinson, Chairman of the ASNLH Committee on Recognition, stated that the Charles H. Wesley Research Fund was initiated by the Central State College Faculty as a tribute to their retiring president. The Fund was established for and will be administered by the Association for the Study of Negro Life and History. A national campaign has been launched to acquire $50,000 to assure the financial security of the Association and to support the program of research and publishing needed to correct the image of the Negro in American life and history. The Institute participants were urged to contribute to the Fund.

An Aspect of Bibliography and Research in Negro History

Charles H. Wesley

History as we know it is only a proportion of the account of the events, the things, and the persons left to us as permanent historical records. And yet this reminder of the records is the material with which the study of history has to work. Study and research programs require libraries and collections of resource materials. It is through the historian's cooperation with the librarian and the archivist that historical evidence is made available for study and publication.

We are familiar in our time with the founding of libraries of presidents of the United States and the collection of materials of statesmen whose libraries will serve as permanent memorials to them.

The lesser possibilities of the survival of source materials and the need for better methods for the preservation of historical materials is marking off our period from earlier ones. Phonographic channels and photographic means have brought new sources of record making and record keeping to the attention of the historian, economist, geographer, sociologist, as well as to librarian, and they should be working together to develop collections and to prepare them for usage. It is about this aspect of bibliography and research as it relates to Negro history that I want to speak.

When a student has chosen a subject about which he desires to seek information his next step is to follow the trail which will give him further clues and leads. From bibliographies and footnotes of materials he will be able to move forward to the compilation of a bibliography of his subject. The book lists, the periodical indexes, the newspapers and their indexes, the reference works, and current publications may give relatively limited information about subjects in the field of Negro history. This latter area deserves our attention and interest for building and rebuilding its resources.

The Resources and Technical Services Division of the American Library Association has been strengthening library resources through union catalogs and serial lists. Newspapers are being microfilmed and distributed by the Library of Congress. The Archives-Libraries Committee of the African Studies Association has been interested and working in African resources. It has supported the program of the African Studies Section of the Library of Congress. Under the African Studies Association, *A Check-List of Paperbound Books on Africa* was published in 1964. Conferences on African history have been held since 1957, when out of this conference came the *Journal of African History*. It is now recognized that Africa's history has a pre-colonial era and more attention is devoted to it rather than colonial history as previously. In fact, new findings from remains are raising the probability that Africa was once the cradle of mankind. These collections are therefore important to us.

Over twenty years ago Earl Conrad wrote a book on Harriet Tubman published by the Associated Publisher. He wrote in a Foreword-Dedication to his wife the following:

> This is the book you helped me to do — the one that the white publishers would not issue. That is because this is the people that the white rulers are slow to free.

The conditions which gave rise to this quotation have changed greatly in our day. Books of this type and others are being published more freely and are being made available for use in our libraries. Institutional libraries in large and small sections of the nation have developed Negro collections of historical books and materials. The annual meetings of the American Historical Association and the sectional historical associations have placed on their programs papers on Negro history by their members, white and Negro. These experiences present a different type of situation as contrasted with the period of twenty years ago.

Where these materials are available, readers have learned of the advancement of Negroes and of their contributions to American life. These readers have reacted favorably. One of the studies of this situation was done by Martin Deutsch in his *Minority Groups and Class Status as Related to Social and Personality Factors in Scholastic Achievement*.[1] Deutsch reported that when

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[1] Martin Deutsch, *Minority Groups and Class Status as Related to Social and Personality Factors in Scholastic Achievement* (Monograph II, Ithaca, New York: State School of Industrial and Labor Relations, Cornell University, 1961).

Negro students were granted opportunities to learn about Negro History Week and the achievements of Negroes, they became learners. In some classes where there had been disorder, there was order. In this same connection, James Baldwin in a "Talk to Teachers"[1] has written: "If... one managed to change the curriculum in all the schools so that Negroes learned more about themselves and their real contributions to this culture, you would be liberating not only Negroes, you'd be liberating white people who know nothing about their own history."

These observations show that there is value in the employment of materials concerning the history of our nation. The concept of self-depreciation and self-evaluation can then be given more adequate consideration. With adult college students responding, the younger students can also be reached with the endeavor to change the view which they have of themselves. These results can be achieved not only through printed books but also through manuscript materials, cooperation in cataloging this material, and the processes of teaching.

With this background of need before us, I would turn now to two areas of this aspect of bibliography and research in Negro history. One of these is within the area of film history. The fact that there are few Americans who now write memoirs as was done in the past, is one of the basic reasons for the rise of the idea of oral history. American leaders have left through the years collections of letters, papers, and addresses, many of which have been and are being published. For us today there will be less of this type of material available and such persons may pass away from us without leaving an accounting to posterity. The use of the telephone and the convenience of travel by car and by plane have reduced the need for writing, and therefore the record of those who are living can now be maintained by recordings.

With the aid of an interviewer, undertakings have been made for continuing the record for preservation. Through oral history channels source materials of value are now being preserved. These activities in oral history have been undertaken by historical societies, universities — notably Columbia which began the program under Allen Nevins — and by libraries, museums and professional associations.

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[1] James Baldwin, "A Talk to Teachers," *Saturday Review (December 21, 1963), 42-44.*

Columbia University in 1964 published *The Oral History Collection of Columbia University* by its Oral History Research Office. There are included 1,345 persons who have taped their memoirs. Negroes are represented by such persons as W. E. B. DuBois, William Stanley Braithwaite, Samuel Battle (New York police officer), Lester B. Granger, E. R. McKinney (labor organizer), Benjamin McLaurin (labor organizer) and George Schuyler (author and newsman).

Restrictions are placed upon these memoirs; they are not permitted to be reproduced or to be made available through interlibrary loan. They are to be used at the Columbia University office and a nominal sum per hour is charged. Some memoirs are open for use at the termination of given dates, permission in writing is required for the use of others, and still others are closed and under seal.

The second area is in the use of microfilms. For this filming a bibliography of sources relating to the Negro in America must serve as a basis. Each of our libraries has some source material which is regarded as specially primary and valuable.

It would be a great service to scholars if there could be presented in printed or mimeographed form a guide to the manuscript materials concerning Negro history. There is now *A Guide to Archives and Manuscripts in the United States,* by Phillip M. Hamer published by Yale University Press, 1961. This work describes the collections of 7,600 individuals taken from the *Dictionary of American Biography,* and similar sources which contain fifty or more items in 1300 depositories. *The National Union Catalog of Manuscript Collections* issued by the Library of Congress in 1962 gives information about manuscript sources. The Modern Language Association, through its Committee on Manuscript Holdings, has issued a volume *American Library Manuscripts: A Checklist of Holdings in Academic, Historical and Public Libraries in the United States,* published by the University of Texas Press in 1960. The National Archives serves a very good purpose in this connection. In 1948 there was issued *A Guide to the Records in the National Archives,* and in 1961 there was issued by the National Archives its *List of National Archives Microfilm Publications.* There is also Paul Lewinson's, *A Guide to Docu-*

ments in the National Archives for Negro Studies. Many of you know of other guides detailing descriptions of historical sources, but only selected Negro history materials are listed.

Available funds will be important factors in these efforts. Since libraries receive relatively little support from the institutions with which they are allied their funds are not sufficient for general needs. However, the national government is now making available new resources.

The first step in this second area would be the compilation of source materials available in all of our libraries. This collection of materials could be placed finally on microfilm. There could be furnished to libraries whose budgets would not permit this, the 35 mm. microfilm, and xerographic prints in enlarged size for those who want it for detailed study. A subsidiary of Xerox Corporation, University Microfilms of Michigan, is interested in such a program. This firm estimates that the microfilm would cost between seven and ten cents per page and the Xerographic copies about four cents a page, with the cost being reduced for a larger number of copies.

A bibliography of these primary materials might well become an extensive one. We know already of the bibliographies which have been issued such as the M. N. Work's *Bibliography of the Negro in Africa and America* published in 1928; the catalogues of the New York Public Library's Schomburg Collection of Negro Literature, Howard University's Moorland Foundation, and other bibliographies of collections at Fisk University, the International African Institute, Yale University, the Chicago Public Library, the Library of Congress, and elsewhere.

It seems that the time may have come for a comprehensive bibliography to be compiled for research purposes and writing goals, then this material could be placed on microfilm, with librarians and historians cooperating in such a project. The notes of urgency and militancy which are being sounded in Negro life in the 60's are not only expressive of impatience, but they are also the results of searchings to participate more completely in American life as equal recipients of democratic values. Records of these happenings and experiences could become quite readily acceptable for future preservation.

A cooperative effort — librarians and historians — of the Association for the Study of Negro Life and History and librarians can be organized by representatives of both of our groups so that these desirable goals of coverage could be attained. This may not be an entirely new venture to you, but it would seem to be a cooperative endeavor in which these two organizations represented here today for the first time could cooperate and we invite your attention to it.

Fifth Session

11:00 A. M. Saturday, October 23, 1965. Georgia Williams Brawley Lounge, Kresge Hall, Clark College

Presiding: Leontine Carroll

To summarize the proceedings and give us the recommendations of the Institute we have Miles M. Jackson, Jr., who is the Librarian of the Trevor Arnett Library. Mr. Jackson is a native of Richmond, Virginia. He holds the bachelor's degree in English from Virginia Union University and the master's degree in library science from the Drexel Institute of Technology. He has done additional study at Indiana University. His experiences include: Branch Librarian, Free Library of Philadelphia; Librarian, Hampton Institute; Territorial Librarian, Government of American Samoa; and his present position at Atlanta University. His articles have appeared in the *Wilson Library Bulletin, Library Journal, Virginia Librarian, Hawaiian Library Association Bulletin, UNESCO Bulletin for Libraries,* and *Phylon.* Mr. Jackson is a reviewer for *Library Journal* and he has served as the chairman of the College Section of the Virginia Library Association.

Summary and Recommendations of the Institute

Miles M. Jackson, Jr.

On Wednesday, October 20, 1965, those of you attending this Institute from out of town began arriving in Atlanta. Approximately 96 librarians dropped their busy schedules and many jobs to come to Atlanta University to attend the "Institute on Materials by and about American Negroes." For some it was an opportunity to see old friends and renew these friendships. For others it was an opportunity to establish new friendships that will be soundly based on mutual interests.

At our first session, "Negro Collections vs. Negro Materials," Miss Dorothy Briscoe gave us background information on the Heartman Collection at Texas Southern University. It was her task to defend the "special Negro collection." Whereas, she works at an institution that does maintain a Negro collection, she felt that every predominantly Negro college did not have to have a Negro collection. She further stated that unless the special collection on the Negro could be in depth — why waste time on it? The key to the maintenance of a Negro collection is having primary sources or "other historical materials" in depth. Because of the paucity of knowledge among non-students and even students about the heritage of the Negro, she feels that where it is feasible it is the responsibility of the library to make the richness of its resources on the Negro available through a special collection.

Mr. John Scott of West Virginia State College opposed special collections of any kind for the undergraduate library. He felt that it is unlikely that such collections can be developed and maintained because of the realities of limited funds confronting most college libraries. He advised us that "prudence" must be observed in establishing special collections of any sort and specifically Negro collections.

Mr. Kurtz Myers of the Detroit Public Library has experienced tremendous gratification because of his special collection of materials on the Negro in music and the performing arts. He feels that his collection stimulates research, helps to get special funds, or has the potential to do so, and certainly is an aid to public relations. But the most significant fact is that his collection presents and refines the interpretation of the American Negro in the fields of music, theater, and dance.

Representing another type of library was Miss Yen Tsai Feng of Harvard University's Widener Library. She explained that at Harvard there is no attempt to separate the materials on the Negro. Being integrated at Harvard in the true sense of the word there is no concern about the color of the author, and little does one care. But there are problems, namely: classification is limited by inconsistency, and subject headings are limited to the Widener Library. With vision and empathy Miss Feng feels that whereas it might be too late for the Widener Library to establish a special Negro collection, there is a need for special Negro collections here and now. The advantages as she sees them would be:

(1) Concentrated and extensive acquisitions

(2) Better organization and maintenance

(3) Easier access and better service

Dr. Mattie Russell very eloquently described Duke University Library's scheme of organizing special materials. Although we all benefited, I am sure, from Dr. Russell's remarks on the organization at Duke of pamphlets, maps, broadsides, paintings, prints, engravings, photographs, and memorabilia, I feel that her cogent remarks on her work with manuscripts were most significant. As she stated, the value of manuscripts will never decrease. In fact, with the increased emphasis being placed on the use of manuscripts in historical writing and the development of archives, the use of manuscripts will force the establishment of a more uniform system in organization and treatment of manuscripts than that in existence today. The question of how to handle manuscripts plagues most librarians. But for the sake of scholarship and posterity we should preserve these materials as they come to us, added Dr. Russell.

The second paper on Friday morning was delivered by Mrs. Arline Custer of the National Union Catalog of Manuscript Collections or "Nuckmuck," as she fondly referred to it. She admitted that not all of the original materials wanted by scholars can be brought together conveniently for their use through "Nuckmuck." NUCMC was originally underwritten by the Council of Library

Resources, but now the Library of Congress has seen fit to underwrite its expenses. Time did not allow her to discuss the details of the process used in compiling NUCMC, but those of us who have had to use this valuable aid in locating manuscripts in libraries know that it is performing a valuable job for the researcher. Mrs. Custer urged members of the Institute to feel free to send information to her about their manuscripts if they are of definite research value.

Mr. Hans Panofsky had the task of keeping people awake after a sumptuous lunch. In his talk to both historians and librarians, he said that he firmly believes that there is a possibility of having a workable joint acquisitions program in the field of materials on the American Negro. Perhaps librarians interested in collecting materials on the American Negro can benefit from the techniques used in African area studies programs. The "hunt" should be patterned after the methods used by members of the Association of Research Libraries. Mr. Panofsky did give a word of warning, however, about the tendency to collect materials that are not of definite research value. He did question collecting policies. Should a library collect mimeographed materials? Oral and visual records? His advice and experience with collecting Africana might well be worth our attention.

Mrs. Dorothy Porter of Howard University made a lot of sense when she said that librarians cannot relegate their responsibility of collecting those research materials needed by the world of scholarship. There are people who feel the need to collect, but never collect! Librarians know that if it were left to others we would not have the Grimke papers at Howard University. Mrs. Porter, again, reminded us of the growing shortage of primary source materials and the necessity for librarians and curators of Negro collections to collect avidly and make available their resources.

Those of us who heard Dr. Charles H. Wesley certainly appreciated his concern for the state of affairs in the bibliography of Negro materials. He emphasized the possibilities of oral history and the microtext as means by which the small library with limited funds can obtain rare and important materials on the American Negro. He informed us that University Microfilm, Inc.

recently announced that they are interested in filming Negroana based on a sound bibliographical guide.

Those of us who talked about having this Institute during the very early days of its planning had great hopes in the reactions you would have to the papers and discussions that were planned. Of course, one never knows what type of response a meeting of this sort will bring. I think it is very evident from the recommendations that have come out of the presentation of the papers and the flow of discussion that these meetings have had some meaning to you. The recommendations are as follows:

Acquisition

1. Librarians in all types and sizes of libraries should cooperate with the Association for the Study of Negro Life and History to establish a state historical committee for the purpose of collecting published and unpublished book and and non-book materials.
2. Adequate regional or sectional special collections should be established in the East, South, Midwest and West, using existing collections when possible and developing others when necessary.

Preservation

3. Librarians should begin an intensive and extensive reprinting program to preserve and make available the deteriorating titles on the American Negro.
4. The possibilities for making special materials available through use of the techniques of reproduction should be fully explored.
5. A new microfilm project for retrospective newspapers and journals should be undertaken.

Communication

6. Communication among librarians who are responsible for developing collections on the American Negro should be improved.
7. A quarterly newsletter for the exchange of information

and ideas should be issued. Included in the newsletter would be such information as reports of outstanding acquisitions, bibliographical notes, work in progress, lists of ephemera, and descriptions of outstanding collections.

8. An annual handbook of current studies on the American Negro should be prepared. Such a handbook would include a directory of resources and a bibliography of bibliographies.
9. *The Journal of Negro History* should be asked to give space for news on special acquisitions and research in progress. A column devoted to such information might appear quarterly or annually.
10. A survey, through questionnaire, should be made of published and unpublished bibliographic tools for Negro source materials. The results of the survey should be published.
11. Consideration should be given to encouraging subject specialization in preparing bibliographies and sending one copy of each list to a central place.
12. More descriptive articles, indexes to, and calendars of manuscripts should be prepared for distribution.
13. An index to retrospective Negro periodicals and newspapers should be prepared. It should indicate where the issues are located and should include titles that are known to have existed which do not exist today.
14. A union catalog of master's theses and doctoral dissertations relating to the Negro should be established.
15. An index to photographic materials regardless of medium or locations should be prepared.

Institute Follow-Up

16. A committee should be organized to implement the recommendations that are feasible.
17. Financial assistance should be sought from interested foundations to support bibliographic projects and other activities considered worthwhile by the Institute participants.

Summary of Discussion Period:

The participants voted to establish a committee to implement the recommendations of the Institute and elected Annette Phinazee as chairman. Other members were to volunteer or be appointed.

The first goal of the Committee might be the establishment of a clearinghouse for the facilitation and exchange of needs and information.

All bibliographies should be sent to some central place and a list of them should be made in order to see what we are duplicating and what we need for additional lists.

We also need to develop a list of exchanges. If we have duplicates we might consider releasing them.

We may be able to send the Committee some information on approximately how many books we have. We should try to get as much local material on or by the Negro as we can find. If we have material that is important, we can duplicate it and send a copy to a regional center. These are things that we can do in small libraries.

Mrs. Mollie Lee described the bibliography published by the Richard B. Harrison Public Library, Raleigh, North Carolina, in 1956. She is now ready to publish a revised edition. The list of holdings in her library includes books for children, young adults, adults, and books on Africa. There are no annotations, but the arrangement is by subject. Poetry and biography are well represented. The collection is thirty years old and contains approximately 6800 volumes.

Mrs. Mary Cleaves reported that there is a list which has been compiled by the librarians in Los Angeles which is curriculum related. Recommendations are made as to grade level and type of reader. The list is being revised and is available.

Mrs. Cleaves described her institutes for teachers at which time they not only talk about books, but try to acquire insight into what the books contain, plus some personal background about the people involved.

Dr. Virginia Jones reported that as a master's thesis in the Atlanta University School of Library Service, an annotated bibliography of biographies and autobiographies of Negroes was compiled. It includes collective and individual biography, there are over 500 items in it and it goes up to 1962. She recommended that it be brought up to date and published.

Mrs. Dorothy Porter stated that a similar list was started at Howard University back in the WPA days. The Howard list might be incorporated into the School of Library Service list. There are 3,000 cards within the Howard University collection that are used for reference work that might be sent to a clearinghouse.

What can we do about books going out of print so fast?

There are companies which are asking to reprint these books and Howard is making lists of titles that are needed. *The African Studies Bulletin* lists about 35 publishing houses which have reprinted about 200 volumes in African studies. Our problem will be to set priorities. This will be a part of the Institute Committee's task — to decide what the libraries need most and what deteriorating materials scholars will need.

Will you decide that the next institute or seminar will be on "Resources?"

APPENDIX A

SESSIONS OF THE CONFERENCE OF THE ASSOCIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY WHICH INSTITUTE PARTICIPANTS ATTENDED

Thursday, October 21, 1965

11:00 A.M. Sisters Chapel, Spelman College
Atlanta University Center Convocation
Address: Neglected History in Our 50th Year
  Charles H. Wesley, President, ASNLH

2:00 P.M. Dean Sage Hall, Atlanta University
Section A
  Group Identity and Color
  Harold R. Isaacs, Massachusetts Institute of Technology
  Problems and Personnel of the Freedman's Bureau in South Carolina
  Martin Abbott, Oglethorpe College

  Comments:
  Bernard Weisberger, University of Rochester
  Willie C. Bolden, Morris Brown College
Section B
  The Equal Rights Movement, 1864-70
  Elsie M. Lewis, Howard University
  The Origin of Racial Separation in Education
  Lou E. Holloway, Grambling College

  Comments:
  August Meier, Roosevelt University
  Leedell Neyland, Florida A & M University
Section C
  The Racial Ideas of Benjamin Harrison
  George Singler, Prairie View A & M College
  The Early Organization of the Red Caps
  Patricia Romero, Washington, D. C.

  Comments:
  Hubert Ross, Atlanta University
  Brailsford Brazeal, Morehouse College

7:30 P.M. Alvin H. Lane Dining Room, Morehouse College
Banquet Speaker: Ralph McGill, Atlanta Constitution

Saturday, October 23, 1965

9:00 A.M. Clark College
Section A
  Some Aspects of the W.E.B. DuBois Papers
  Herbert Aptheker, New York
  Frederick Douglass: The Dignity of Man
  Joseph W. Hellinger, Virginia State College,
    Norfolk Branch

  Comments:
  Virginius Thornton III, Hampton Institute
  Charles W. Thomas, Washington, D. C. Teachers College

APPENDIX B

SOURCES OF LISTS DISPLAYED AT THE INSTITUTE ON MATERIALS BY AND ABOUT AMERICAN NEGROES HELD AT ATLANTA UNIVERSITY, OCTOBER 21-23, 1965

Alpa Kappa Alpha Sorority
% Mrs. Alma Long Gray
1643 Ruxton Avenue
Baltimore, Maryland 21216

Trevor Arnett Library
Atlanta University
Atlanta, Georgia 30314

Benson Library
Saint Augustine's College
Raleigh, North Carolina

Bronze Books Library
3835 South Western Avenue
Los Angeles, California

Chicago Public Library
Hall Branch
4801 South Michigan Avenue
Chicago, Illinois

J. K. Daniels Library
Lane College
Jackson, Tennessee

Detroit Public Library
Detroit, Michigan

Dillard Comprehensive High School
Fort Lauderdale, Florida

Grace A. Dow Memorial Library
Midland, Michigan

Duke University
Durham, North Carolina

Fisk University
Nashville, Tennessee

Huston-Tillotson College Library
Austin, Texas

Livingstone College
Salisbury, North Carolina

Perry Junior High School
2600 Barhamville Road
Columbia, South Carolina

Soper Library
Morgan State College
Baltimore, Maryland

U. S. Library of Congress
Washington, D. C.

APPENDIX C

ROSTER OF PARTICIPANTS

Aldrich, Mrs. Willie L., Librarian
W. J. Walls Center
Hood Theological Seminary
Livingstone College
Salisbury, North Carolina

Alexander, Mrs. D. B.
Atlanta Historical Society
1753 Peachtree Street, N.E.
Atlanta, Georgia

Allen, Mrs. Tommie M.
Assistant Professor
School of Library Service
Atlanta University
Atlanta, Georgia

Anderson, Mrs. Frances L.
Librarian
Westside High School
Anderson, South Carolina

Ashmon, Miss Martha
617-D Highland Avenue
Albany, Georgia

Barksdale, Mrs. Gaynelle W.
Reference Librarian
Head, Readers' Services
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Birchette, Mrs. Louise
Assistant in Acquisitions
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Blake, Mrs. Dorothy
Coordinator of Libraries
Atlanta Public School
224 Central Avenue, S.W.
Atlanta, Georgia

Bolden, Mrs. Ethel M., Librarian
W. A. Perry Jr. High School
2600 Barhamville Road
Columbia, South Carolina

Bond, Mrs. Julia
Circulation Librarian
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Booth, Mr. Beverly
Reference Librarian
Alabama State College
Montgomery, Alabama

Briscoe, Mrs. Bessie
Catalog Librarian &
Head, Technical Services
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Briscoe, Mrs. Dorothy, Supervisor
Readers' Services
Texas Southern University
Houston, Texas

Brown, Mrs. Olive D., Librarian
Huston-Tillotson College
Austin, Texas

Carroll, Miss Leontine
Assistant Professor
School of Library Service
Atlanta University
Atlanta, Georgia

Cleaves, Mrs. Mary W., Librarian
Sun Valley Jr. High School
Los Angeles School District
Los Angeles, California

Coleman, Miss Zenobia, Librarian
Eastman Library
Tougaloo College
Tougaloo, Mississippi

Craft, Mr. Guy C., Librarian
Margaret Rood Hazard Library
Albany State College
Albany, Georgia

Craggett, Mrs. Alberta
Instructor in English
City College of Pasadena
Pasadena, California

Crosson, Miss Wilhelmina M.
President
Palmer Memorial Institute
Sedalia, North Carolina

Custer, Mrs. Arline
Head, Manuscripts Section
The Library of Congress
Descriptive Cataloging Division
Washington, D. C.

Davenport, Mrs. Vivien, Librarian
Pryor Street Elementary School
Atlanta, Georgia

Davis, Mrs. Jean M., Librarian
Barber Scotia College
Concord, North Carolina

Dennis, Mrs. Willye F., Librarian
Eastside Branch
Jacksonville Public Library
Jacksonville, Florida

Dickerson, Mrs. Jessie
Assistant Cataloger
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Ebanks, Mrs. Jessie B., Librarian
Morehouse College
Atlanta, Georgia

English, Mrs. Anna E.
4645 Bakers Ferry Road, S.W.
Atlanta, Georgia

Feng, Miss Y. T.
Assistant Librarian for Documents
Harvard College Library
Cambridge, Massachusetts

Gould, Mrs. Almeta, Head
Curriculum Materials Center
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Grant, Mrs. Henrietta A.
Assistant Librarian
Knoxville College
Knoxville, Tennessee

Gray, Mrs. Alma L., Librarian
Douglass High School
Baltimore, Maryland

Harris, Mrs. Mal James
Head Cataloger
Tennessee A. & I. University
Nashville, Tennessee

Hawkins, Mrs. Ethel B.
Assistant Reference Librarian
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Hewitt, Mrs. Clara, Librarian
J. K. Daniels Library
Lane College
Jackson, Tennessee

Howard, Mrs. Julia Palmer
Librarian
Arkansas A. & M. College
Pine Bluff, Arkansas

Hymon, Mrs. Mary Watson
Librarian
Grambling College
Grambling, Louisiana

Irving, Mrs. Ophelia M., Librarian
Benson Library
Saint Augustine's College
Raleigh, North Carolina

Jackson, Mr. Miles M., Jr.
Librarian
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Jackson, Mr. Wallace Van
Librarian
Johnston Memorial Library
Virginia State College
Petersburg, Virginia

Jarrett, Mrs. Annabelle M.
Asst., Reserve Room
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Jones, Dr. Virginia Lacy, Dean
School of Library Service
Atlanta University
Atlanta, Georgia

King, Mrs. Annie G., Head
Reference Division
Tuskegee Institute Library
Tuskegee Institute, Alabama

Kirk, Mrs. Margaret
Library Assistant
School of Library Service
Atlanta University
Atlanta, Georgia

Lattimore, Mrs. Naomi A.
Branch Supervisor
Louisville Free Public Library
Louisville, Kentucky

Lee, Mrs. Mollie H., Librarian
Richard B. Harrison Public Library
Raleigh, North Carolina

McPheeters, Mrs. Annie, Librarian
West Hunter Branch
Atlanta Public Library
1116 Hunter Street
Atlanta, Georgia

Mickelbury, Mrs. Mexico H.
Librarian
Spelman College
Atlanta, Georgia

Middlebrooks, Miss Sarah K.
Assistant, Circulation Department
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Miles, Miss Lillian
Assistant Circulation Librarian
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Myers, Mr. Kurtz
Chief, Music & Performing Arts Dept.
Detroit Public Library
Detroit, Michigan

Nicol, Mr. Gilbert
University Development Office
Princeton University
Princeton, New Jersey

Panofsky, Mr. Hans E.
Curator of Africana
Northwestern University Library
Evansville, Illinois

Parker, Mrs. Lucretia, Librarian
School of Library Service
Atlanta University
Atlanta, Georgia

Patrick, Mrs. Dovie T.
Assistant Librarian
Clark College
Atlanta, Georgia

Pemberton, Miss Acquelina
Secretary to the Librarian
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Petrof, Mrs. Barbara G.
Assistant to the Dean
School of Library Service
Atlanta University
Atlanta, Georgia

Phinazee, Dr. Annette
Head, Special Services &
Professor, School of Library Service
Atlanta University
Atlanta, Georgia

Pittman, Mrs. Marie, Librarian
North Carolina A. & T. College
Greensboro, North Carolina

Porter, Mrs. Dorothy B., Supervisor
Negro Collection
Howard University
Washington, D. C.

Puryear, Dr. Paul L., Director
Dept. of Social Science Research
Tuskegee Institute
Tuskegee, Alabama

Regulus, Miss Homie, Librarian
Fort Valley State College
Fort Valley, Georgia

Reid, Mr. James A.
Research Assistant
Dept. of Social Science Research
Tuskegee Institute
Tuskegee Institute, Alabama

Richardson, Mrs. Virginia, Librarian
Morgan State College
Baltimore, Maryland

Riley, Mrs. Barbara P.
Acquisitions Librarian
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Ross, Mrs. Fannie, Librarian
Clark College
Atlanta, Georgia

Rountree, Miss Louise M.
Assistant Librarian
Livingstone College
Salisbury, North Carolina

Russell, Dr. Mattie
Curator of Manuscripts
Duke University
Durham, North Carolina

Sanders, Mrs. Birdie L., Librarian
William Penn High School
825 East Washington Drive
High Point, N. C.

Sanders, Mrs. E[illegible] G.
Periodicals Librarian
Trevor Arnett Library
Atlanta University
Atlanta, Georgia

Scott, Mr. John E., Librarian
West Virginia State College
Institute, West Virginia

Shade, Mrs. Camille S.
Director of Libraries
Southern University
Southern Branch P.O.
Baton Rouge, Louisiana

Shelton, Miss Jaynie M., Librarian
Marian B. Wilkinson Library
Voorhees College
Denmark, South Carolina

Sherrill, Mrs. Josephine P.
Librarian
Livingstone College
Salisbury, North Carolina

Sims, Mrs. Esther B.
Benedict College Library
Columbia, South Carolina

Sims, Mrs. Lucille D., Librarian
Dillard Comprehensive High School
Fort Lauderdale, Florida

Smith, Dr. Jessie C., Librarian
Fisk University
Nashville, Tennessee

Sprague, Mr. M. D., Librarian
Hollis Burke Frissell Library
Tuskegee Institute
Tuskegee Institute, Alabama

Stewart, Mrs. Barbara B.
Secretary to the Dean
School of Library Service
Atlanta University
Atlanta, Georgia

Sturgis, Miss Gladys
Circulation-Reference Librarian
Xavier University
New Orleans, Louisiana

Sutton, Mrs. Johanna C.
Branch Librarian
Los Angeles Public Library
Los Angeles, California

Tai, Mrs. Thelma
Librarv Assistant
School of Library Service
Atlanta University
Atlanta, Georgia

Tanner, Mrs. Rachel, Librarian
Wilberforce University
Wilberforce, Ohio

Thompson, Mr. Hobson, Jr.
Librararian
Elizabeth City State College
Elizabeth City, North Carolina

Thompson, Mrs. Josephine F.
Assistant Professor
School of Library Service
Atlanta University
Atlanta, Georgia

Tillman, Mrs. Rosebud H., Librarian
Riverside High School
Chattanooga, Tennessee

Watson, Mrs. Hattie R.
Assistant Librarian & Cataloger
A. & M. College
Pine Bluff, Arkansas

Wilkerson, Miss Joan M., Librarian
Cooper Street Elementary School
Atlanta, Georgia

Williams, Miss Althea M.
Circulation Librarian
Savannah State College
Savannah, Georgia

Williams, Miss Barbara J., Librarian
South Carolina State College
Orangeburg, South Carolina

Williams, Mrs. Bertha P.
Branch Librarian
Montgomery Public Library
Montgomery, Alabama

Williams, Mrs. H. Florine
Morgan State College
Baltimore, Maryland

Wilson, Mrs. Hulda A.
Assistant Librarian
Spelman College
Atlanta, Georgia

Wimbish, Mr. Emery, Jr.
Acting Librarian
Lincoln University
Lincoln, Pennsylvania

Wright, Mr. James R., Librarian
St. Jude's School
Montgomery, Alabama

Wright, Mrs. Julie
Reference Librarian
Claflin College
Orangeburg, South Carolina

APPENDIX D

REPORT OF THE CHAIRMAN OF THE COMMITTEE TO IMPLEMENT THE INSTITUTE'S RECOMMENDATIONS

FEBRUARY, 1966

A total of 96 persons from 21 states and the District of Columbia attended the Institute. A news release describing the Institute was distributed to newspapers and professional periodicals and was published in the *Library Journal*, December 1, 1965, p. 5225.

Proceedings of the Institute are being prepared and will be published as soon as possible. Copies will be sent to all participants and to others upon request.

The December letter-questionnaire was sent to seventy of the Institute participants. Certain members of the Trevor Arnett Library Staff, School of Library Service faculty, and others who are not actively engaged in work with materials by and about Negroes were not included in the survey. The forty responses were tabulated by the Chairman. These findings and the Institute recommendations that were compiled by Miles Jackson were the bases for the deliberations of the Committee to Implement the Recommendations of the Institute which met on January 14-15, 1966, at Atlanta University. Members of the Committee are: Mary W. Cleaves, Los Angeles; Alma L. Gray, Baltimore; Miles M. Jackson, Atlanta; Virginia L. Jones, Atlanta; Mollie H. Lee, Raleigh; Gilbert Nicol, Princeton; Dorothy B. Porter, Washington; Marteza D. Sprague, Tuskegee; and, Annette L. Phinazee, Chairman.

All Committee members were present except Mollie Lee who was unable to attend. The Committee decided to begin work immediately on the following projects:

1. A buying guide for materials by and about American Negroes to be used primarily by librarians serving children and youth. Mary Cleaves and Alma Gray consented to be the compilers. They will solicit your suggestions, particularly in the area of audiovisual materials.
2. A manual that will assist librarians in the acquisition, organization, preservation, and use of materials by and about Negroes to be prepared by Dorothy Porter.
3. A newsletter that will be published quarterly and edited by Miles Jackson. Please send in news of recent acquisitions and research in progress and other suggestions.
4. A survey of unpublished bibliographical tools, unlisted papers, microfilmed newspapers and periodicals, and potential holdings in libraries of the Institute participants. A questionnaire is enclosed for this purpose. Please return it no later than March 15.

Miles Jackson has consented to be responsible for publishing the guide and manual. Gilbert Nicol will try to obtain funds for their compilation and publication. Time, personnel, and money are required for implementation of the other recommendations. Your continued interest and suggestions are requested and will be welcomed.

The School of Library Service has assumed responsibility for (1) keeping the Guide up-to-date, (2) compiling a list of theses and dissertations pertaining to the American Negro, (3) compiling a list of books recommended for reprinting.

The members of the Committee agreed that its meetings should be held at least twice a year, preferably not always in Atlanta. The next date selected is April 29, 1966. Places discussed were Washington, D. C., and Princeton, New Jersey. If subsequent sessions can be arranged, it may be possible to combine Committee meetings with sessions that include the larger group. For example, there appears to be a need for further discussion, with all participants present, of the preservation, organization, and use of materials.

Results of the enclosed questionnaire will be reported in the Newsletter if a sufficient number of responses are received.

Respectfully submitted,

Annette Hoage Phinazee
Institute Committee Chairman

July, 1966

Seven members of the Committee met in New York City during the ALA Conference to discuss progress that had been made toward compiling their buying guide. Mary Cleaves and Alma Long were present and discussed their plans for the compilation of the buying guide. Gilbert Nicol and Miles Jackson reported that a request for funds had been made and the chances for acceptance were good.

October, 1966

The proposal to compile the Guide has been accepted and funded. Completion is expected by January, 1967.

A. H. P.

RESPONSES OF INSTITUTE PARTICIPANTS TO QUESTIONNAIRE I

A. *Questionnaires:*	*Sent*	*Returned*
College	50	27
School	12	8
Public	7	5
Special	1	0
Total	70	40

B. Types of materials acquired:

Types of Materials	Regularly			Irregularly			Not At All		
	College	School	Public	College	School	Public	College	School	Public
Total Responses	(27)	(8)	(5)	(27)	(8)	(5)	(27)	(8)	(5)
Current Books	25	7	5	2	1	0	0	0	0
Rare Books	0	0	0	16	1	3	9	6	2
Manuscripts	1	1	0	9	1	2	15	5	3
Local History	6	5	2	16	2	3	2	1	0
Periodicals	25	6	5	0	1	0	0	0	0
Films	1	2	0	7	4	1	15	1	3
Tapes	0	1	1	11	3	0	12	3	3

C. Assistance Needs:

Area	College	School	Public	Total
Total Responses	(27)	(8)	(5)	(40)
Acquisition	14	6	2	21
Organization	6	0	2	12
Preservation	10	0	2	12
Use	2	5	1	8

D. Comments:

1. *Acquistion*
   - a. Locating manuscript material, ephemeral printed material, and titles published and distributed outside regular book channels.
   - b. Getting people to give materials.
   - c. Getting more books by and about Negroes on the state list (S.C.).

   d. Knowing sources where material can be obtained.

   e. Sometimes books by and about Negroes may be omitted from lists, or titles that are not annotated can contain information that would be helpful.

   f. Acquiring readable materials — keeping the presentation within the context of daily living.

   g. Advertisements seldom give publisher and price, better sources are not always available.

   h. Need current bibliographical aid.

   i. Lack of funds for materials, space, and personnel.

   j. Selecting from vast amount of materials available.

   k. Competent personnel — Is the National Archives the only training center?

   l. List of reprints.

2. *Organization*

   a. How best to record holdings — manuscripts, photographs, etc.

   b. Making resources known to qualified users.

   c. Selection of subject headings for various types of materials.

3. *Preservation*

   a. How best to maintain and store voluminous newspaper files.

   b. Preserving old, out-of-print books and pamphlets.

   c. Materials too fragile for bindery.

4. *Use*

   a. How best to make materials available.

   b. New ways material can be used.

   c. Getting material integrated with textbooks. The neglect of the Negro in textbooks calls for supplementing books with library materials.

   d. Suggestions for getting teachers to integrate materials into regular course work in white as well as Negro schools. California has a state law requiring the teaching of the history of all racial minorities.

NOTE REGARDING THE QUESTIONNAIRE RESPONSES:

Most of the librarians are acquiring current books and periodicals regularly and they expressed the desire to have assistance in the acquisition and preservation of materials.

The need to collect local history items is apparent. A significant number of college libraries are not acquiring films and tapes. Is there a separate A-V department in all of these institutions? If so, is there liaison with libraries?

QUESTIONNAIRE 2

NAME OF LIBRARY ....

A. DESCRIPTION OF COLLECTION

1. Does your library have a special Negro collection? Yes .... No ....
2. What is the name of the collection?
3. When was the collection organized?
4. Describe any plans you may have for expanding or changing your collection.

B. DESCRIPTION OF HOLDINGS WHETHER THERE IS A SPECIAL COLLECTION OR NOT

1. What is the scope of your library's holdings pertaining to American Negroes (i.e. subject emphasis, period covered, types of materials included, etc.)?
2. How many cataloged and/or indexed items by and about American Negroes are there in your library?
3. Briefly describe your library's rare and unique items (i.e. imprints by Negroes published before 1865; important manuscripts; unusual collections of pictures, artifacts, ephemeral material, etc.)
4. What Negro newspaper and periodical titles has your library put on microfilm? Can positive copies be purchased by other libraries?
5. Describe any unpublished card indexes and typed lists that are used in your library which locate and facilitate use of materials in your collection.
6. Describe any bibliographic or research projects relating to the Negro that are presently being executed by your library staff.
7. If your materials by and about American Negroes are being used for scholarly research please explain briefly, indicating type of user (student on master's or doctoral level, teacher, researcher) and nature of subject matter.
8. List any published articles about your library, or your Negro collection.